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ABSTRACT

Two reports concerning the education of limited-English-proficient students are presented. The Task D160 report presents information on current and planned state certification requirements for bilingual education and English-as-a-Second-Language (ESL) teachers and the ways in which these requirements address or do not address the challenge of preparing teachers to enable limited-English-proficient (LEP) students to meet high academic standards. Numbers of certified teachers in each state are also presented. The Task D210 report presents information on the status of state efforts toward the development of statewide student performance standards and assessment systems, and the extent to which LEP students have been included in these state systems. State-by-state summaries are appended. (MSE)

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SIAC Special Issues Analysis Center

Annual Report: Year Three

Volume VII: Task Order D160 Report, Task Order D210 Report

(Task Six)

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Special Issues Analysis Center

Annual Report: Year Three

Volume VII: Task Order D160 Report, Task Order D210 Report

(Task Six)

1995

Development Associates, Inc.

Research, Evaluation, and Survey Services Division

This report was prepared for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, under Contract No. T292001001, Task No. 6. The opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

SIAC

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YEAR THREE ANNUAL REPORT

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. This report describes activities carried out by the SIAC in Year Three. A full list of SIAC products for all three years of operation is presented in the Appendix.

This Annual Report consists of seven volumes, which include the overview report on the SIAC activities in Year Three plus six additional volumes. These volumes present copies of selected reports submitted to OBEMLA by the SIAC in the past year, including copies of all task order reports submitted. The contents of each volume are outlined below:

Volume I:	Overview of SIAC activities in Year Three;
Volume II:	Copies of Short Turnaround Reports (STRs) based on analyses of Title VII application data and other data related to LEP students;
Volume III:	The SEA Report/Task Seven;
Volume IV:	Task Order 12 and Task Order 13 Reports;
Volume V:	Task Order 10 and Task Order 16 Reports;
Volume VI:	Task Order 17 and Task Order 19 Reports; and,
Volume VII:	Task Order 16 and Task Order 21 Reports.

SIAC
Special Issues Analysis Center

State Certification Requirements for Teachers of Limited English Proficient Students

Task Order D160

August 22, 1995

Development Associates, Inc.
Research, Evaluation, and Survey Services Division

This report was prepared for the U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, under Contract No. T292001001, Task Order No. D160. The opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

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I. INTRODUCTION

As America's schools move towards the 21st century, they are faced with the growing challenge of educating an increasingly diverse student population. Under the Goals 2000: Educate America Act signed into law by President Clinton on March 31, 1994 and the Improving America's Schools Act (IASA), states and their schools are being held accountable for developing, implementing, and supporting high achievement standards for all students, including students of limited-English proficiency (LEP). In order to meet this objective, states must examine their certification requirements and education programs for teachers who work with LEP students, and strive to accommodate LEP students within statewide student performance standards, content curriculum instruction and assessment procedures. Ideally, certification requirements for bilingual education and English as a Second Language (ESL) teachers should coincide with an overall movement to evaluate and improve the states' educational systems in order to best serve all students.

The primary objective of this report is to present information on current and planned state certification requirements for bilingual education and ESL teachers, and the ways in which these certification requirements address (or do not address) the challenge of preparing teachers to enable LEP students to meet high academic standards. Information on the numbers of certified bilingual education and ESL teachers per state will also be presented in an effort to examine the states' level of need for additional trained staff. Finally, current certification requirements and proposed changes will be explored within the context of other statewide educational reform efforts.

A. Background

Goals 2000 grew out of a set of national educational goals proposed by President Bush in 1991, then referred to as America 2000. Among the six points of the original plan, there is one in particular that has influenced activity in the area of teacher certification. It reads as follows:

> By the year 2000... American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that *all students* learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy (*America 2000: An Education Strategy*, p. 3).

Although this statement does not explicitly mention teachers or certification requirements, it is evident that the key to making this goal a reality lies with the teachers and their ability to educate "all students."

Under President Clinton's Goals 2000 plan, the idea that all students must be enabled to reach high academic standards has been further emphasized and developed, and funds have been set aside to support states as they begin working towards meeting the challenge. Also, two additional goals have been added to the original list, including one related specifically to teachers:

> The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century. (*Goals 2000: Educating America Act - Guidance*, p. 1).

This goal, especially when considered in conjunction with the goal of high standards for all students, provides impetus for an examination of teacher certification requirements in general, including those for teachers who work with limited English proficient students.

The issues surrounding effective education for LEP students are often complicated, and affect nearly every state. While there are some states that do not have large or concentrated LEP populations in their schools, even these have growing pockets of non-native speakers of English. Although there has been a good deal of discussion on the education of language minority students, much of it has focused on differing instructional models (i.e., transitional bilingual education, ESL, or structured immersion). However, more and more attention is currently being given to the topic of teacher education, as it becomes clear that, as Eugene Garcia (1992) writes, "'who' does the teaching is of major significance regardless of the language minority education model which is being implemented" (p. 384).

In 1988, Margaret McFerren published a report on state certification procedures for foreign language and ESL/bilingual education teachers. At that point, 33 states and the District of Columbia offered certification or endorsement in ESL, and 28 states and the District of Columbia offered certification or endorsement in bilingual education. She writes that "...increasing enrollments and a steady influx of limited-English-proficient (LEP) students are creating an urgent need for language educators not only with higher levels of language proficiency, but with greater technical competence in teaching at all grade levels, and in many different teaching contexts" (p. 3). While much has changed in the field of bilingual education and ESL in the seven years since McFerren's report, there still exists an acute need for appropriately trained ESL and bilingual teachers, and states are still searching for effective ways to deal with this gap in teacher supply and demand (see Garcia, 1992; Gonzales, 1993; and Lasky, 1992).

Current research on bilingual and ESL teacher certification reveals some of the general developments and continuing challenges faced by the states as they attempt to meet the needs of LEP students. Such research shows that the difficulty lies not only in the dearth of trained teachers (although this is indeed a serious problem), but also in the training programs themselves. Many states have been found to lack the theoretical and methodological knowledge which is needed to develop, implement, and assess appropriate standards and requirements for an effective program of bilingual education and/or ESL teacher training. This difficulty arises in part because, as Garcia (1992) notes, this type of teacher education is a relatively new phenomenon, which has only formally existed since the mid 1960s, and which has only received federal funding since 1974. The *type* of teacher education needed also creates a challenge. Garcia writes: "This newness is complicated by the nature of the training-program content; that is, this new program just takes a more multidisciplinary perspective. It must be concerned not only with subject matter and pedagogy but also much more directly with language (native language and/or second language) and instruction for populations that are culturally diverse" (p. 399).

Thus, the newness of language minority teacher education, and the multifaceted approach required by a diverse LEP student population and its instructional needs, pose significant obstacles for states as they strive to develop teacher training programs. Garcia (1992) cites previous research by Halcon (1981) and Development Associates (1984) on the actual training that teachers in the field of language minority education receive:

> Less than 25 percent of such teachers report graduating from a specific program designed to meet their needs. Instead most teachers in linguistic minority classrooms have participated in a variety of unsystematic university coursework, district workshops, and federally or state supported in-service training activities...Such data continue to suggest that linguistic minority education programs are staffed by professionals not directly trained for such programs who might be acquiring their expertise on the job (p. 400).

Similar problems can arise even in places where there are specifically designed programs. For example, in his research on graduates of a bilingual teacher education program in Texas, Gonzales (1993) found that one-third of the teachers had never taken a course from a teacher who spoke Spanish, and only half of them had taken any education courses taught in Spanish. Various percentages reported insufficient coverage in theory, methodology, and content, and insufficient grounding in methods of teaching reading, language, and content knowledge to LEP students (p. 4).

The issue of standards for teachers of LEP students is of on-going concern. In order to develop and implement a system of ESL and bilingual teacher education, states must first determine the standards and competencies which they expect such teachers to demonstrate upon completion of the program. Several research groups have attempted to create guidelines for establishing such standards. In 1984, the National Association of State Directors of Teacher Education and Certification (NASDTEC) developed a general model of standards for university-based bilingual education and ESL teacher certification programs. However, as Collier (1985) points out, these guidelines are incomplete, lacking in such areas as "curriculum development in BE [bilingual education] and ESL, assessment of minority language students, and methods of teaching content areas bilingually" (p. 83). Five years later, in 1989, National Association of Bilingual Education (NABE) called for the development of national standards for the preparation of bilingual/multicultural teachers. They offer five categories of standards: (1) institutional resources, coordination, and commitment; (2) recruitment, advisement and retention of potential teachers; (3) bilingual/multicultural coursework and curriculum; (4) language proficiency in English and non-English language and abilities to teach in those languages; (5) field work and practicum experiences in bilingual/multicultural classrooms. Under each standard, NABE suggests a number of qualities which teacher education programs should have in order to enable their teachers to effectively work with language minority students. States can build on such guidelines to develop their own standards and competencies, based on the specific needs of their teachers and students.

Numerous researchers have also commented on the need to further explore the possibilities and implications of teaching methodologies, especially as they relate to improved standards and achievement for LEP students. In a 1994 discussion paper on Goals 2000 and LEP students, August, Hakuta and Pompa wrote:

> While substantial progress has been made in developing and understanding changes in learning environments and teaching practices that are beneficial for many students, much less effort has gone into research and practical development that specifically address the needs of L.E.P. students. Major investments are needed in research and development to construct and evaluate learning resources and teaching methods that can effectively provide the benefits of educational reform for L.E.P. students (p. 6).

Researchers have begun to seriously consider these issues from an action-oriented standpoint, as United States schools are demanding new and innovative approaches to the education of their language minority students. For instance, the Council of Chief State School Officers (1993) has studied such practices as team teaching to improve access to content areas, parent outreach, use of interactive technology to support native language and ESL instruction, and alternative routes to teacher certification to attract native-language teachers.

With the advent of Goals 2000 and the IASA, the states are being called upon to examine their efforts to create viable and sustainable systems of education and training for teachers who work with LEP students as a means of helping these students reach high academic achievement standards. This is not an easy or straightforward task, especially in light of current political trends and the constant threat of funding cuts, but there is progress and innovation to be found. This report will touch on the progress, general trends, challenges, obstacles, and needs experienced by the states as they work to address the needs of LEP students and their teachers.

B. Objectives

This report provides current data on the status of state certification requirements for bilingual education and ESL teachers. The data have been compiled and organized around several areas of inquiry, as follows:

- Status of Certification Requirements
    - — What are the certification requirements for school staff who work with LEP students, by state?

  - What are the number of such staff, by state, who are certified, temporarily or provisionally certified, waiting to be certified, not certified?

- Issues Concerning Certification
  - What factors have influenced the development of certification requirements and standards for teachers of LEP students?
  - What is the current situation regarding certification planning and development efforts for teachers of LEP students? Are changes in certification of school staff who work with LEP students being planned or underway? If so, to what extent have these efforts been influenced by other educational reform efforts? To what extent are these efforts influencing other reform efforts?
  - Will sufficient numbers of certified teachers and other school personnel be available in each State to meet the projected number of LEP students in the year 2000? What are the greatest difficulties and/or challenges facing the States? What must be done to meet these challenges?

C. Methodology

Data collected for the research study was obtained from staff members of the 51 State Education Agencies (SEAs). A letter was sent to each SEA requesting copies of documents which describe certification requirements for school staff who work with LEP students, and which provide data on the numbers of certified bilingual education and ESL teachers in the state. Follow-up telephone calls were then made to SEA staff members to clarify and fill gaps in the information received. Also discussed were additional issues concerning pending or planned changes in certification requirements, influences of educational reform movements on certification requirements, projected needs for additional certified teachers in the future, and difficulties and challenges facing states in serving their LEP student population. Due to time requirements for carrying out the research, a formal survey of the states, which would have required clearance from the Office of Management and Budget (OMB), was not conducted.

II. STATE CERTIFICATION REQUIREMENTS

This chapter presents information collected from the SEAs on the requirements for teacher certification or endorsement in bilingual education and ESL. All fifty states and the District of Columbia responded to requests for information on this issue. Of these, 47 provided written documentation or statements describing their certification requirements. The other states provided more limited information in informal telephone interviews.

A total of 30 states offer certification or an endorsement in bilingual education, while 41 states offer certification or an endorsement in ESL. An examination of the data provided by them reveals a wide variety of teacher credentials, as well as a broad range of procedures for obtaining them. Several states have complex and time-tested systems for preparing bilingual education and ESL teachers; others have only recently begun to consider whether and how best to implement them. Exhibits II-1 and II-2 list the various credentials in bilingual education and ESL obtainable in each state, along with a summary of their requirements. These requirements are presented in more detail in the Appendix, also organized by state.

Predictably, those states with the largest numbers of LEP students, and with the longest histories of serving them, tend to have the most well-established teacher training guidelines and procedures, as well as the most developed means of facilitating recruitment of bilingual education and ESL instructors. California and Texas offer contrasting examples of ways in which states expand their pool of teachers. California offers numerous types of credentials which qualify instructors to teach bilingual education or ESL, while Texas offers alternate routes to obtaining a single certificate within either field.

As a rule, bilingual education and ESL certification take the form of "add-on" credentials, i.e., they are awarded to teachers who already hold certification in elementary education, secondary subject area instruction, or special education. The training requirements for such "add-on" certificates generally consist of further course work in the bilingual education or ESL field beyond the bachelor's degree and regular teaching certificate. In most cases, this additional coursework does not suffice for a master's degree, though it may lead to one. Some states do recognize a "stand-alone" certificate for teaching ESL, including Florida, New Hampshire, Connecticut, Rhode Island, New York and Maryland. Moreover, a few states offer advanced certificates in bilingual education or ESL which require master's degrees; these states include Massachusetts, Rhode Island, New York, and Nevada.

Many states list specific course work which they require for a bilingual education or ESL credential, while others spell out teacher "competencies" or "standards" to which colleges and universities must adhere in designing their teacher preparation curricula. Courses which typically comprise a bilingual education teacher preparation program include theoretical linguistics, language acquisition, bilingual teaching methodology, assessment, cross-cultural awareness, and second language proficiency. ESL teacher preparation programs typically include most of these subject areas also, but with ESL teaching methods in place of bilingual and less emphasis on second language proficiency. Partially in response to pressures from political constituencies concerned about maintaining English as the primary language in their communities, a number of states emphasize English language proficiency as a requirement for teachers preparing to work with LEP students.

Those states which specify competencies typically require teachers to demonstrate them through completion of required course work or, in many cases, passing scores on state or national exams. Massachusetts and New Mexico are examples of states with very extensive sets of competencies, which cover such areas as pedagogy, content knowledge, first and second language proficiency, culture, assessment, and parental involvement.

In Indiana, Mississippi, Idaho, and Oklahoma, bilingual education or ESL certification is available but not required, i.e., is voluntary, informal, recommended, or strongly recommended. In these states, much discretion is left to individual school districts to determine the requirements for teachers working with LEP students. A teacher with the appropriate credential would likely be in a more competitive position for a job opening than would a candidate without such a credential.

While most states offer or require some form of bilingual education or ESL certification or both, several do not despite the presence of a significant LEP population in their school systems. Eight states require neither bilingual education nor ESL certification. Yet the approaches to educating LEP students in some of the states with neither form of certification are worth noting. Alaska offers an excellent example of a state with no formal standards for bilingual education or ESL teachers which nonetheless accommodates its unique LEP population in innovative ways. More than two-thirds of its LEP students are Alaska Native; the state draws on its adult Alaska Native population to serve as teacher aides, frequently in a "career ladder" status, i.e., they continue to pursue their education while providing instruction to LEP students under the supervision of licensed teachers. Alaska Native personnel play a vital role in two areas that present unique problems for the state's education system: addressing the special learning needs of speakers of "Village English," and participating in the movement to revive dying Alaska tribal languages, i.e., re-teaching them as "second languages." It should be noted that while Alaska colleges offer no bilingual education or ESL certification training, and while the state does not require certification in either area, it does recognize such endorsements from other states.

EXHIBIT II-1

Bilingual Education Certification Requirements*

State	Title of Certificate(s)	Summary of Requirements	Comments
Alabama	ESL/Bilingual Education Certificate	Regular teaching certificate + additional coursework	2-year pilot program (1994-1996)
Alaska	none		
Arizona	Provisional Bilingual Education Endorsement	Regular teaching certificate + 6 hours additional coursework per renewal	Valid for 1 year - renewable twice
	Bilingual Education Endorsement	Regular teaching certificate + additional coursework + practicum	
Arkansas	none		
California	Emergency Multiple or Single Subject Teaching Permit with Bilingual Emphasis	Bachelor's degree or higher + passing score on required test + application through employing agency where emergency exists	
	BCLAD (Bilingual Crosscultural, Language and Academic Development)	Regular teaching certificate + passing scores on required exams	
	MSSC (Multiple or Single Subject Credential) with a BCLAD emphasis	Completion of a Commission-approved BCLAD emphasis MSSC program at a CA college or university	
	Bilingual Crosscultural Specialist Credential	Regular teaching certificate + completion of commission-approved Bilingual Crosscultural Specialist program	
Colorado	Bilingual Education Endorsement	Regular teaching certificate + content-based testing	
Connecticut	Waiver	Bachelor's degree + additional coursework to be completed within one year + passing score on required test	Renewable once, only offered when qualified applicant is not found.

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* All certification/endorsements require proficiency in second language.

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EXHIBIT II-1

Bilingual Education Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Connecticut (continued)	Bilingual Education Program Preparation	Bachelor's degree + additional coursework + passing score on required test	
	Cross Endorsement in Bilingual Education	Regular teaching certificate + additional coursework + passing score on required test	
Delaware	Temporary Certificate in Bilingual Education	Near-completion of Bachelor's degree or 2 years of college + 3 years teaching experience	Emergency measure only.
	Limited Standard Certificate in Bilingual Education	Bachelor's degree + additional coursework + student teaching	Must be requested by district for current bilingual elementary teacher
	Standard Certificate in Bilingual Education	Bachelor's degree + completion of teacher education program or other coursework	
District of Columbia	Provisional Certification in Bilingual Education	"Meeting certain requirements for a specific license" + exam	Provisional certificates are also available through alternative certification (see Appendix)
	Standard Certification in Bilingual Education	Regular teaching certificate + additional coursework	
	Professional Certification in Bilingual Education	Standard certification + 2 years successful teaching experience	Renewable every 5 years.
Florida	none		
Georgia	none		
Hawaii	none		

EXHIBIT II-1

Bilingual Education Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Idaho	Bilingual Education Endorsement	Regular teaching certificate + additional coursework	Informal endorsement only
Illinois	Transitional Bilingual Certificate	Illinois teaching certificate or possession within past 5 years of teaching certificate or comparable authorization from a foreign country, U.S. state, possession or territory, or Bachelor's degree	Valid for 6 years, renewable once for 2 years if applicant enrolled in teacher ed. program to get regular certificate
	Bilingual Approval	Regular teaching certificate + additional coursework + teaching experience in bilingual programs	
Indiana	Bilingual and Bicultural Proficiency Endorsement	Regular teaching certificate + additional coursework	Voluntary, "strongly recommended"
	Professionalized Bilingual and Bicultural Proficiency Endorsement	Regular teaching certificate + additional coursework	Voluntary, "strongly recommended"
Iowa	Transitional Bilingual Education Endorsement	Regular teaching certificate + additional coursework	
Kansas	Provisional Endorsement in Bilingual/Multicultural Education	Regular teaching certificate + additional coursework	Valid for 2 years
	Regular Bilingual/Multicultural Education Endorsement	Regular teaching certificate + completion of state-approved program + recommendation by teacher ed. institution	
Kentucky	none		
Louisiana	Bilingual Specialist Certification	Regular teaching certificate + additional coursework	Only available to foreign language teachers

EXHIBIT II-1

Bilingual Education Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Maine	Bilingual Education Endorsement	Regular teaching certificate + additional coursework + practicum or internship	
Maryland	none		
Massachusetts	Provisional Certificate in Transitional Bilingual Education	Bachelor's degree + Regular teaching certificate + passing score on required exam	
	Provisional Certificate in Transitional Bilingual Education with Advanced Standing	Bachelor's degree + Regular teaching certificate + additional coursework + practicum	
	Standard Certificate in Transitional Bilingual Education	Master's degree + clinical experience	
Michigan	Bilingual Emergency Permit	Recommendation of superintendent or personnel office	Valid for 1 year, renewable if holder completes 6 semester hours of coursework towards requirements
	Bilingual Endorsement	Regular teaching certificate + additional coursework + practicum	
Minnesota	Provisional License in Bilingual/Bicultural Education	Bachelor's degree + one year bilingual teaching experience	Valid for 2 years, renewable for 2 years if holder completes 9 hours towards MN teaching license
Mississippi	none		
Missouri	none		
Montana	none		

EXHIBIT II-1

Bilingual Education Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Nebraska	none		A bilingual endorsement is in the proposal/ planning stage
Nevada	Limited Bilingual Endorsement	Bachelor's degree with a bilingual ed. major or Regular teaching certificate + coursework or 3 years bilingual teaching experience	Effective Sept. 1996
	Bilingual Endorsement	Bachelor's degree with a bilingual ed. major or Regular teaching certificate + further coursework	Effective Sept. 1996 "Further coursework" may include completion of a state approved bilingual teacher ed. program
New Hampshire	Bilingual Education Endorsement	Regular teaching certificate + additional coursework	
New Jersey	Provisional Certification in Bilingual/Bicultural Education	Eligibility for standard or provisional teaching certificate + passing score on state English skills test + offer of employment requiring bilingual endorsement	Valid for 2 years
	Certificate of Eligibility with Advanced Standing in Bilingual/Bicultural Education	Eligibility for standard or provisional teaching certificate + passing score on state English skills test + offer of employment + additional coursework/training	
	Standard Bilingual/Bicultural Certification	Regular teaching certificate + passing score on English communication skills test + additional coursework	

EXHIBIT II-1

Bilingual Education Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
New Mexico	Bilingual Education Endorsement	Regular teaching certificate + additional coursework	
New York	Bilingual Education Certification	Regular teaching certificate + additional coursework	
	Statement of Continued Eligibility	Regular teaching certificate + 3 years full-time experience as a bilingual ed. teacher in NY state between 9-1-78 and 9-1-83	Enables holder to teach bilingual ed. without a certificate
North Carolina	none		
North Dakota	Combined Bilingual Education/ESL Endorsement	Regular teaching certificate + additional coursework	Separate bilingual ed. endorsement is being considered
Ohio	Validation for Bilingual/ Multicultural Education and ESL	Regular teaching certificate + completion of approved program + passing score on state exam + recommendation of teacher education institution	
Oklahoma	Bilingual/Multicultural Education Special Endorsement	Regular teaching certificate + additional coursework	Available, not required
Oregon	none		
Pennsylvania	none		
Rhode Island	Bilingual/Bicultural Endorsement	Regular teaching certificate + additional coursework	Considering development of bilingual certification
South Carolina	none		
South Dakota	none		

EXHIBIT II-1

Bilingual Education Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Tennessee	none		
Texas	Special Assignment Permit for Bilingual Education	Bachelor's degree or 90 semester hours if issued on "hardship basis."	Only offered when qualified applicant is not found—Valid for duration of 1 school year.
	Alternative Certification for Bilingual Education	Bachelor's degree + additional coursework + passing score on required test	For graduates of colleges who are not graduates of teacher education programs
	Bilingual Education Endorsement	Bachelor's degree + Regular teaching certificate + further coursework + one year classroom teaching experience in bilingual program + passing score on required test.	
Utah	Bilingual Education Endorsement	Regular teaching certificate + additional coursework	A Utah bilingual endorsement will automatically be granted to any applicant in possession of an endorsement from another state which has a reciprocal agreement with UT.
Vermont	Bilingual/Multicultural Endorsement	Regular teaching certificate + additional coursework	
Virginia	none		

EXHIBIT II-1

Bilingual Education Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Washington	Bilingual Education Endorsement	Regular teaching certificate + additional coursework	
West Virginia	none		
Wisconsin	Bilingual Education Endorsement	Regular teaching certificate + additional coursework	
Wyoming	Bilingual Education Endorsement	Regular teaching certificate + additional coursework	Currently, there is no institution of higher education in WY which offers the coursework needed for this endorsement. Most teachers receive this training in CO or other neighboring states.

EXHIBIT II-2

ESL Certification

State	Title of Certificate(s)	Summary of Requirements	Comments
Alabama	ESL/Bilingual Education Certificate	Regular teaching certificate + additional coursework	2-year pilot program (1994-96)
Alaska	none		
Arizona	ESL Provisional Endorsement	Regular teaching certificate + additional coursework	Valid for 1 year, renewable twice
	ESL Endorsement	Regular teaching certificate - additional coursework + practicum or mentorship + second language	
Arkansas	none		ESL certificate being developed
California	Crosscultural, Language and Academic Development (CLAD)	Regular teaching certificate + second language + additional coursework or exam	
	Supplementary Authorization	Regular teaching certificate + additional coursework	will not be issued after 7/1/96
	Multiple or Single Subject Credential with CLAD emphasis	Completion of MSSC CLAD program + recommendation	
Colorado	ESL Endorsement	Regular teaching certificate + content-based testing	
Connecticut	TESOL Planned Program Endorsement	Bachelor's degree + TESOL major or other coursework	
	TESOL Cross Endorsement	Regular teaching certificate + additional coursework	
	TESOL Prior Experience Eligibility	Regular teaching certificate + prior ESOL teaching experience + additional coursework	

EXHIBIT II-2

ESL Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Delaware	ESOL Temporary Certificate	Near-completion of Bachelor's degree or 2 years college + 3 years teaching experience	Emergency measure only.
	ESOL Limited Standard Certificate	Regular teaching certificate + additional coursework + cross-cultural experience	Must be requested by district for current ESOL teacher
	ESOL Standard Certificate	Bachelor's degree + completion of approved program or other coursework	
District of Columbia	Provisional ESL Certification	"Meeting certain requirements for a license" + passing score on approved exam	Provisional certificates are also available through alternative certification (see Appendix)
	Standard ESL Certification	Bachelor's degree + additional coursework + competency in English + competency in 2nd language	
	Professional ESL Certificate	Standard certificate + 2 years teaching experience + further coursework	Renewable every 5 years
Florida	ESOL Endorsement	Regular teaching certificate + additional coursework	
	ESOL Certification	Bachelor's degree or higher + ESOL major	
Georgia	ESOL Endorsement	Regular teaching certificate + additional coursework	
Hawaii	ESL Certification	Regular teaching certificate + additional coursework	
Idaho	ESL Endorsement	Regular teaching certificate + additional coursework	Informal endorsement only

EXHIBIT II-2

ESL Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Illinois	ESL Teacher Approval	Regular teaching certificate + additional coursework + clinical or teaching experience	
Indiana	ESL Certification	Regular teaching certificate + additional coursework	Voluntary, "strongly recommended"
	ESL Professionalization	Regular teaching certificate + additional coursework	Voluntary, "strongly recommended"
Iowa	ESL Endorsement	Regular teaching certificate + additional coursework	
Kansas	ESL Provisional Endorsement	Regular teaching certificate + additional coursework	
	ESL Regular Endorsement	Regular teaching certificate + completion of state-approved ESL program + recommendation of teacher ed. institution	
Kentucky	Endorsement for Teaching ESL	Bachelor's degree + regular teaching certificate + additional coursework.	
Louisiana	ESL Certification	Regular teaching certificate + additional coursework	
Maine	ESL Endorsement	Regular teaching certificate + additional coursework or Bachelor's or Master's degree from approved ESL program + formal recommendation from the degree-granting institution or Regular teaching certificate + 3 years ESL teaching experience	

EXHIBIT II-2

ESL Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Maryland	Standard Professional School Teacher's Certificate for ESOL	Bachelor's degree + teacher preparation program + additional coursework	
Massachusetts	ESL Provisional Certificate	Bachelor's degree + passing score on teacher's exam + Competency I	see Appendix for Competency 1
	ESL Provisional with Advanced Standing Certificate	Bachelor's degree + additional coursework + practicum + demonstration of English language proficiency	
	ESL Standard Certificate	Master's degree + additional coursework + research project + clinical experience	
Michigan	none		
Minnesota	ESL Provisional Licensure	Bachelor's degree or higher + additional coursework or teaching experience	
	ESL Licensure	Bachelor's degree + foreign language study + additional coursework + student teaching	
	ESL Continuing Licensure	State Board of Teaching rules on education and relicensure	
Mississippi	ESL Endorsement	Regular teaching certificate + additional coursework addressing state competencies	Recommended for ESL teaching, not required
Missouri	Endorsement in ESOL	Regular teaching certificate + additional coursework	
Montana	Endorsement in Second Languages (including ESL)	Meet state competencies through coursework determined by colleges	

EXHIBIT II-2

ESL Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Nebraska	ESL Undergraduate Endorsement	Regular teaching certificate + additional coursework + foreign language study + practicum	Supplemental: available only when other endorsements are held
	ESL Graduate Endorsement	Regular teaching certificate + graduate level coursework + practicum + foreign language study	
Nevada	TESL Limited Endorsement	Regular teaching certificate + additional coursework	
	TESL Endorsement	Completion of requirements for Limited Endorsement + further coursework	
	TESL Professional Teacher Endorsement	Completion of requirements for Limited Endorsement + Master's degree + teaching experience + further coursework	
New Hampshire	ESL Temporary Certificate	Employment as a teacher + evidence of progress toward meeting coursework requirements	
	ESL Certificate	Approved college program meeting state competencies or passing state exam based on prior knowledge and experience	
New Jersey	ESL Provisional Certificate	Bachelor's degree + state English skills test + offer of employment	
	ESL Certificate of Eligibility	Bachelor's degree + state English skills test	
	ESL Certificate of Eligibility with Advanced Standing	State-approved ESL Teacher Preparation Program + State English Skills test	

EXHIBIT II-2

ESL Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
New Jersey (continued)	ESL Standard Certificate	Possession of Provisional Certificate + completion of state-approved training program + additional coursework	Teachers certified in other fields need only complete training program to qualify for ESL Standard Certificate
New Mexico	TESOL Endorsement	Regular teaching certificate + additional coursework	
New York	TESOL Provisional Certificate	Bachelor's degree + additional coursework + student teaching or paid teaching + state exam of English proficiency	
	TESOL Permanent Certificate	Master's degree + 2 years teaching experience	
	TESOL Statement of Continued Eligibility	Regular teaching certificate + 3 years TESOL experience between 1978-1983	
North Carolina	Irregular ESL Certification	Regular teaching certificate + assignment to an ESL teaching position + documented progress toward 18 state competencies + evaluation and recommendation by state committee + passing score on NTE ESL section	
	Regular ESL Certification	Regular teaching certificate + passing score on NTE ESL section + completion of approved university program	
North Dakota	Combined ESL/Bilingual Education Endorsement	Regular teaching certificate + additional coursework	Separate Bilingual Ed. Endorsement is being considered

EXHIBIT II-2

ESL Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Ohio	ESOL Validation	Regular teaching certificate + completion of approved program + passing score on state teacher's exam + recommendation of teacher education institution	An individual employed as an ESOL teacher on or before 1/1/87 is entitled to validation
Oklahoma	ESL Special Endorsement	Regular teaching certificate + additional coursework	Available, not required
Oregon	none		
Pennsylvania	none		
Rhode Island	ESL Endorsement	Regular teaching certificate + English proficiency + second language + additional coursework	
	ESL Specialist - Provisional	Bachelor's degree + approved program or coursework + student teaching + NTE	Student teaching may be waived for certified teachers with teaching experience (see Appendix)
	ESL Professional Certificate	Provisional certification + 3 years experience teaching ESL	Renewable every 5 years
	ESL Life Professional Certificate	Master's degree in ESL + 6 years experience teaching ESL or Master's degree in any education field + 15 semester hours graduate work in ESL as part of or beyond Master's + 6 years experience teaching ESL	3 of the 6 years teaching ESL must be in RI - Life Certificate not valid for elementary general subject matter or secondary content
South Carolina	none		ESL endorsement under consideration
South Dakota	none		

EXHIBIT II-2

ESL Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Tennessee	ESL Endorsement	Regular teaching certificate + additional coursework + field experience, teaching experience or student teaching	
Texas	Special Assignment Permit for ESL	Bachelor's degree or 90 semester hours if issued on "hardship basis"	Offered only when certified teacher is not available - valid for 1 school year only
	Alternative Certification for ESL	Bachelor's degree + passing score on basic skills test + additional coursework	For college graduates who have not completed teacher education programs (see Appendix)
	ESL Endorsement	Bachelor's degree + regular teaching certificate + additional coursework + student teaching or paid teaching + passing score on state exam	
Utah	ESL Endorsement	Regular teaching certificate + additional coursework addressing state competencies	ESL endorsement automatically granted to any applicant with ESL Endorsement from a state which has a reciprocal agreement with Utah
Vermont	none		ESL Endorsement currently under consideration. (See Appendix)
Virginia	ESL Endorsement	Regular teaching certificate + current employment by VA public or accredited non-public school + teaching experience + recommendation of superintendent (or director of non-public school) + additional coursework	

EXHIBIT II-2

ESL Certification
(Continued)

State	Title of Certificate(s)	Summary of Requirements	Comments
Washington	ESL Endorsement	Regular teaching certificate + additional coursework	
West Virginia	none		
Wisconsin	Licensure in ESL	Completion of approved program + endorsement from training institution where approved program was completed	
Wyoming	ESL Endorsement	Regular teaching certificate + additional coursework addressing state competencies	Training must be obtained in other states because Wyoming colleges do not offer it.

III. NUMBER OF CERTIFIED TEACHERS

A. Number of Teachers Reported by States

This chapter reports information collected from the State Education Agencies on the number of teachers currently working with LEP students who are certified in bilingual education and ESL, and the number of teachers working with LEP students who are not certified in bilingual education or ESL. As shown in Exhibit III-1, of the 30 states which currently offer bilingual education certification or endorsements, 17 were able to provide data on the total number of teachers with such certification. Similarly, of the 41 states which offer ESL certification or endorsements, 28 were able to provide data on the total number of certified ESL teachers. Another eight states provided data on the total number of certified bilingual education and ESL teachers taken together, rather than reporting counts of each type separately. The remaining states either do not collect data on the number of bilingual or ESL certified teachers, or did not respond to requests for information.

Overall, the data show that 26,559 teachers currently possess a bilingual education teaching certificate, and 31,344 have an ESL certificate. Another 4,701 teachers have one or the other; their state agencies do not keep data on the number of teachers having each. California reported by far the greatest number of certified bilingual education and ESL teachers, followed by Texas, New York, Arizona, Massachusetts, New Jersey, Wisconsin, Rhode Island and New Mexico.

New York State was the only state which was able to provide counts of the number of teachers with permanent, provisional, and temporary or emergency certification. Of the 3,402 certified bilingual education teachers in New York State, 1,358 (40%) had permanent certification, 904 (27%) had provisional certification, and 1,140 (34%) had temporary or emergency certification. Of the 3,388 certified ESL teachers, 2,146 (63%) had permanent certification, 714 (21%) had provisional certification, and 528 (16%) had temporary or emergency certification.

Only nine states reported the number of teachers of LEP students who are not certified in bilingual education or ESL. The total number reported in these states was 4,499. Arizona and Texas reported the largest number of such teachers. In Texas, the 1,826 teachers of LEP students who were not certified in bilingual education or ESL did have special permits. These special permits, which may be issued by local superintendents, are valid for only one year, and require individuals to have a Bachelor's degree (or 90 hours if issued on a hardship basis), U.S. citizenship or permanent residency, be at least 18 years of age, have good moral character, and have no convictions for a crime directly related to the teaching profession. Of the 319 uncertified teachers in Louisiana, 45 were working toward their ESL certification, while the other 274 were not working towards a bilingual or ESL certificate.

It should be noted that a formal survey to collect these data from the State Education Agencies was not undertaken, and states, in turn, were not asked to survey their local school districts. Data collection involved only requests for previously published or currently available data. Thus, the data on the number of certified teachers are incomplete, and the nationwide numbers are an undercount. It must be recognized that most states do not routinely collect these data. Further, states which do collect such information do not always know how many of the certified teachers are currently teaching, how many are teaching LEP students in particular, or how many LEP students they teach.

To provide a context for the number of certified teachers reported above, data from the Descriptive Study of Services of LEP Students found that, nationwide, 364,485 teachers taught at least one LEP student in grades K-12 (Fleischman & Hopstock, 1993). This represented 15 percent of all public school teachers in the country. Of these, 98,000 served primarily LEP students. With data from that same study collected from a sample of teachers who taught at least three LEP students, Hopstock et al. (1993) found that, nationwide, 40,285 teachers held regular, temporary, or probationary certificates in bilingual education, and 37,538 teachers held similar certificates in ESL. As another source of confirmation of the validity of our data, the latest version of the Schools and Staffing Survey includes information on the numbers of certified bilingual education and ESL teachers. Data from that survey are currently being analyzed for the National Goals Panel. Results are expected to become available in the next few months.

EXHIBIT III-1

Number of Certified Teachers Who Instruct LEP Students

State (School Year)	Teachers with Bilingual Education Certification or Endorsement	Teachers with ESL Certification or Endorsement	Teachers with Bilingual or ESL Certification or Endorsement	Teachers of LEP Students Without ESL or Bilingual Certification
AK	*	*		NA
AL (94-95)	NA	NA	1	NA
AR	*	*		NA
AZ (92-93)	NA	NA	3,423	1,837
CA (94-95)	10,055	17,781		NA
CO (94-95)	403	240		NA
CT (93-94)	489	195		NA
DC	NA	NA	NA	NA
DE (94-95)	20	23		16
FL (94-95)	*	843		NA
GA (93-94)	*	407		NA
HI	*	NA		NA
IA (94-95)	NA	NA	128	NA
ID	*	*		NA
IL	NA	NA	NA	NA
IN (94-95)	113	102		NA

* No State Certification Standards/Requirements.
NA = Not Available.

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EXHIBIT III-1
(Continued)

State (School Year)	Teachers with Bilingual Education Certification or Endorsement	Teachers with ESL Certification or Endorsement	Teachers with Bilingual or ESL Certification or Endorsement	Teachers of LEP Students Without ESL or Bilingual Certification
KS (94-95)	NA	NA	291	NA
KY (94-95)	*	78		NA
LA (93-94)	29	192		319
MA (94-95)	1,826	591		NA
MD (93-94)	*	312		73
ME (93-94)	NA	NA	58	126
MI	NA	*		NA
MN	NA	NA	NA	NA
MO (94-95)	*	83		NA
MS (94-95)	*	2		NA
MT (94-95)	*	25		NA
NC	*	NA		NA
ND (94-95)	NA	NA	25	NA
NE (94-95)	*	24		NA
NH (94-95)	1	38		NA
NJ (94-95)	874	1,516		NA
NM (NA)	690	345		NA
NV (93-94)	*	262		181
NY (94-95)	3,402	3,388		NA

* No State Certification Standards/Requirements.
NA = Not Available.

EXHIBIT III-1
(Continued)

State (School Year)	Teachers with Bilingual Education Certification or Endorsement	Teachers with ESL Certification or Endorsement	Teachers with Bilingual or ESL Certification or Endorsement	Teachers of LEP Students Without ESL or Bilingual Certification
OH (94-95)	29	60		NA
OK (94-95)	55	27		NA
OR	*	*		NA
PA	*	*		NA
RI (94-95)	240	1,146		NA
SC (94-95)	*	*		60
SD	*	*		NA
TN (94-95)	*	73		11
TX (93-94)	7,581	2,336		1,826
UT (94-95)	NA	NA	159	NA
VA (92-93)	*	407		NA
VT (94-95)	33	*		NA
WA (93-94)	NA	NA	616	NA
WI (94-95)	719	831		NA
WV (NA)	*	*		NA
WY (NA)	NA	17		NA
TOTAL	**26,559**	**31,344**	**4,701**	**4,449**

* No State Certification Standards/Requirements.
NA = Not Available.

B. Current and Projected Needs for Certified Teachers

Current Needs. Telephone interviews were conducted to elicit information about states' current need for additional bilingual education and ESL teachers. A total of 44 states responded to our inquires concerning this issue. A majority of states indicated a great need for such teachers, and most of the remaining states reported some or a limited need. One state (Ohio) reported an adequate supply of bilingual education and ESL teachers. Two others had no information concerning their current need.

Many states reported that their need—whether great, average or small—for additional teachers for LEP students is a result of the increasing size of their LEP populations. In some states this growth is a result of healthy economies attracting increasing pools of non-English speaking laborers. Such is the case with Kentucky, Tennessee and Oklahoma, where large industrial plants offer steady employment to unskilled workers, many of whom are Spanish-speaking. Other states (Wisconsin, Louisiana, and Massachusetts, for example) are experiencing an influx of refugees from Southeast Asia, Eastern Europe and other areas. Still other states, such as California, New Mexico, and Texas, are home to long-term populations of non-native speakers of English which have continued to grow over time.

The need for bilingual education and ESL teachers also depends a great deal on the states' existing systems of services for LEP students and their teachers. In states that are expanding services for LEP students, improved systems for the identification of LEP students were reported as causing the numbers to increase, thus raising the level of need for more teachers. For example, last year North Carolina implemented a Home Language Survey for all students, which revealed significantly larger numbers of LEP students in the state than previously reported. Alabama, Delaware, Idaho, Missouri, and Nevada are also working on their identification mechanisms for LEP students, uncovering similar increases in numbers.

States which are beginning to mandate specially-designed education for language minority students, and states which do not yet have established certification or education programs for bilingual education and ESL teachers reported experiencing difficulty in providing trained personnel for their schools. In North Dakota, for example, the LEP population is increasing while the overall population is declining, creating a dramatic increase in percentage of LEP students. Only one institution of higher education in the state offers the courses necessary for an ESL endorsement. States like Oregon and Arkansas, where no certification or endorsement in ESL or bilingual education is currently available, reported experiencing serious needs for trained teachers to work with their LEP students. States offering voluntary endorsements which are available but not required (e.g., Indiana and Oklahoma) also reported finding themselves in the same situation.

Even states that do have advanced systems for the identification of LEP students, programs of ESL and bilingual education, and established certification programs for bilingual education and ESL teachers reported that they are not able to adequately meet the needs of all their LEP students. For instance, California and New York, which have two of the most developed systems of certification, continue to experience a need for more certified bilingual education teachers. It must be noted, however, that these states are near to meeting their need for trained ESL teachers. In Texas, another state with well-established certification programs, their colleges of teacher education are filled to capacity and yet the number of bilingual and ESL teachers still cannot keep pace with the number of LEP students. These states have the largest concentrations of LEP students in the nation.

States which reported varied or limited need for bilingual education and ESL teachers described a number of different situations. Dispersed LEP populations, lack of established bilingual and ESL teaching positions, and limited resources for hiring new teachers prevents bilingual education and ESL teachers from finding jobs in some states, in spite of an existing need. Missouri and Wyoming, for instance, have small, widely dispersed LEP populations, and their districts do not have funds to hire needed teachers. Other states that also struggle with the logistical challenges of educating small, dispersed populations of LEP students include Oklahoma, Kentucky, Alabama, and Mississippi.

Several states, such as Illinois and Rhode Island, indicated a surplus of ESL teachers and a need for bilingual education teachers. Indeed, most of the states offering a bilingual education certificate or endorsement indicated a need for more certified teachers in this area. Other states are experiencing a glut of bilingual education and ESL teachers in a given region of the state and an on-going need in other regions. Georgia, Louisiana, and Maine all reported an excess of teachers in their urban centers, and a continuing need in their rural areas. Virginia reported a different imbalance; they are experiencing a surplus of secondary-level ESL teachers, but a need for elementary-level ESL teachers.

Only a few states were able to provide actual numbers of needed bilingual education and ESL teachers. Arizona reported a statewide shortage of 2,000, and Arkansas stated a need for 100 to 200 additional ESL teachers. Most states could not provide concrete numbers of additional teachers needed. Thus, our findings rely heavily on the subjective sense of need provided by staff at the SEAs. It is important to note that one person's idea of "great need" or "adequate supply" might not be the same as another's.

Projected Needs. SEA staff also responded to an interview question regarding future projected needs for bilingual education and ESL teachers. Although most of them were able of offer a general sense of continuing need in the future, none had actual numbers to report. Most SEA staff related that they do not make projections of future needs for bilingual and ESL teachers because unknown factors of national policy (regarding immigration, refugees, foreign trade, etc.) and economic trends make such projections extremely difficult, if not impossible.

The majority of SEA staff answered the question of projected needs for bilingual education and ESL teachers by reflecting on the current trends in their LEP populations. Approximately 32 of the 41 responding states reported that they expected to have an increased need for such teachers because of predictions that their LEP population would continue to grow. A number of SEAs cited statistics of past rates of growth, under the pretext that these rates would continue and possibly increase. For instance, Colorado reported an increase of 1,000 per year in the LEP population, and Illinois reported a 7-10%

yearly increase, as did Minnesota and Missouri. South Carolina's LEP population has doubled in the past four years, and that of Wisconsin has tripled in the past ten years. Texas and Arizona named non-native English speakers as the fastest growing population group in their states. Other states (Vermont, Oklahoma, Kentucky, Michigan) expect a gradual increase in the LEP population, and a continued increase in need for bilingual education and ESL teachers as they strive to meet the needs of all LEP students.

The remaining states thought that their need for additional bilingual education and ESL teachers would either remain steady or decrease. Maine, Ohio, Arkansas, Nebraska and Georgia reported having reached a "plateau" of sorts, and Delaware predicted an actual decrease in need. A few states (Wyoming and Missouri) mentioned that while there technically is a need for more teachers (i.e., they have LEP students that must be served), that need is not feasibly met, because ESL and bilingual education teachers cannot find jobs due to a lack of available positions and funds for hiring. Approximately 9 states did not respond or could offer no information at the time of the interview.

IV. CHALLENGES FACING THE STATES

This chapter offers information regarding the challenges and difficulties faced by the states as they work to meet the current and future needs of their LEP populations through improved teacher training and certification standards. This information was gathered through informal telephone interviews with staff at the State Education Agencies. Because the information was not gathered through a standardized survey, some variation in level of detail exists. Further, in the interest of highlighting general trends, not all states are necessarily mentioned in each of the sections below.

A. Status of Certification Planning and Development Efforts

A total of 44 states responded to questions concerning planned or current changes in bilingual education and/or ESL certification requirements. These states fell into three general groups. The first group is composed of states which have recently implemented such changes, the second (and largest) group is composed of states which are in the discussion or planning stages of the process, and the third is made up of states which are not presently planning any changes.

Among the states that have recently implemented changes in their bilingual education and/or ESL teacher certification requirements are Alabama, California, Colorado, Connecticut, New York, Texas, and Virginia. The following are brief profiles of these states' innovations. (The state-by-state summaries in the Appendix contain more detailed information.)

> Alabama is in the midst of a developmental pilot program designed to run from 1994 to 1996. Under this program, the University of Alabama is offering coursework towards a combined endorsement in ESL/bilingual education. At present, one individual has graduated with the endorsement (the number of currently enrolled students was not available).
>
> California has implemented completely new university-based certification programs for both ESL and bilingual education (CLAD - Crosscultural, Language and Academic Development; BCLAD - Bilingual, Crosscultural, Language and Academic Development). Certified teachers are beginning to graduate from these programs.
>
> In 1995, Colorado introduced a new content-based testing mechanism as part of their ESL and bilingual education teacher training programs.
>
> As of July 1993, Connecticut began offering certification in TESOL (they already had certification in bilingual education). Local universities are in the process of developing undergraduate programs in TESOL and bilingual education. By 1998, the state plans to phase out an existing bilingual education waiver, thus requiring

teachers to have at least a provisional certification in order to teach bilingual education.

New York and Texas have recently up-graded requirements for bilingual education and ESL certification, and Virginia revised its ESL endorsement in 1993.

There are quite a number of states in the discussion, proposal and/or planning stages of making changes in certification requirements for bilingual education and ESL teachers. These proposed changes involve everything from creating an initial program of ESL endorsement (in states where there is nothing currently available), to fine-tuning an existing system of certification. Although states are in different stages of the process and working on different issues, some general trends emerge. For instance, Arkansas, Nebraska, Oregon, South Carolina, Vermont, and Wyoming are among those states where development of an initial, university-based ESL endorsement is under consideration, pending, or underway. Kentucky and Louisiana are considering changes to existing ESL endorsements. Maryland, Montana, North Carolina, and North Dakota are in the process of proposing, planning or developing an endorsement in bilingual education. Arizona, Tennessee, and New Jersey are discussing possible ways to streamline the requirements for their bilingual education or ESL endorsements/certifications. It must be emphasized that some of these states are well on their way towards actual implementation of proposed changes, while others do not expect anything to be done beyond the discussion of the possible innovation. Much depends on each state's political climate, available resources (both financial and technical), and size and concentration of its LEP population.

Finally, a large group of states reported that no changes have been recently implemented, nor are any under consideration. These include Alaska, Georgia, Idaho, Illinois, Indiana, Iowa, Maine, Massachusetts, Michigan, Mississippi, New Hampshire, New Mexico, Oklahoma, Vermont, Wisconsin, and Virginia. Of these states, Alaska does not offer any certification or endorsement in ESL or bilingual education, and certification is available but not required to work with LEP students in Idaho, Indiana, Mississippi, and Oklahoma. The others either have relatively complete and well-developed certification programs (e.g. New Mexico, Massachusetts and Illinois), or have at least some minimal requirement.

B. Factors Influencing Development of Certification Requirements

There is a wide range of factors influencing the development of certification requirements in the various states. One important factor involves the states' respective demographic trends. Some states are experiencing growing populations of language minority migrant workers, and other states report influxes of refugees. In addition, the needs of various Native American language groups are starting to be actively addressed by the education systems of states such as Montana, Alaska, Arizona, and North Dakota. All of these demographic trends create demands for teachers trained to work with LEP populations.

Another important factor mentioned by SEA staff who were interviewed involves various statewide educational reforms which do not necessarily revolve around issues of certification and teacher training, but touch upon them nonetheless. Perhaps the most common of these reforms involves the development and implementation of performance-based assessments and achievement standards for all students (including LEP students), usually in response to Goals 2000 and the call for higher standards. This new approach to standards and assessment necessarily involves new ways of teaching and learning which affect all educational contexts, from the local classroom to the university-based teacher education program. Well over half the states indicated that they expect the Goals 2000 plan to have an affect on teacher education.

Other reforms which were reported as influencing the development of certification requirements, directly and indirectly, include requirements that districts and schools provide "meaningful instruction" to all LEP students; and local reform efforts to broaden the instructional contexts in order to better include LEP students.

SEA staff who were interviewed also reported certain trends in federal, state, and local policy that hinder development of certification requirements for bilingual education and ESL teachers. Some of these trends are reflected by the public support of such measures as Proposition 187 in California, which would deny education and other social services to undocumented immigrants and their children. Also, the English-Only movement is quite strong in a number of states, reflecting some antipathy toward speakers of other languages. Developments at the federal level exert great pressure (financial and otherwise) on local scenes, and it was reported that many advocates of ESL and bilingual education are highly concerned about the potential demise of Title VII, Title I and Goals 2000.

C. Difficulties/Challenges Facing States in Meeting Future Needs for Teachers

An overwhelming majority of the states reported lack of funding as the largest obstacle to providing sufficient numbers of trained teachers for their LEP students. States such as New Mexico, Texas, Massachusetts and others which have been receiving substantial financial support from the federal government through Title VII (the Bilingual Education Act) are worried that these funds will soon be sharply decreased or unavailable. Other states are concerned that because there are insufficient state funds for education in general, programs for LEP students and their teachers will be the first to be downsized or cut. Many states are worried that some of their planned innovations in the area of certification for bilingual education and ESL teachers will not survive the loss of funding.

Another large majority named issues of staffing and teacher training as some of their greatest challenges. In some states, the lack of established certification/endorsement programs for bilingual education and/or ESL teachers prevents them from providing sufficient personnel to work with their LEP populations. In other states, there are simply not enough teachers with endorsements to serve all of the LEP students in the schools. A number of states (Iowa, Kentucky, Michigan and Minnesota, for example) mentioned the challenge of preparing mainstream and content-area teachers to work with LEP students in their classrooms. Several states conveyed the need to attract more teachers from language minority backgrounds. Specifically, Alaska, Arizona and Montana reported a need to actively recruit Native American teachers. Some states also expressed a concern for the quality and relevance of teacher education at the university level. The SEA representative from Vermont, for instance, stated a need for the state university to give more attention to issues of teaching ESL in public elementary schools, as opposed to the current emphasis on adult ESL and teaching English overseas. Tennessee is presently working to develop a program of fewer, more relevant courses for ESL teachers.

A third challenge noted by many states is the increasing size of their LEP student populations. As previously mentioned, this is partly a result of continuing influxes of language minority immigrants and partly a result of improved identification of currently enrolled LEP students. SEA staff from Nebraska and Virginia mentioned that an increased number of non-literate and undereducated LEP students are creating additional educational challenges.

The states named several other general challenges they face as they work to meet the needs of LEP students. A few states, such as California, Idaho, New Jersey and Vermont spoke to issues of making content curriculum available to LEP students, and incorporating these students into their state standards and assessments. Montana, North Dakota, Oregon, and others mentioned experiencing a widespread negative public attitude towards language minority populations, and therefore a general resistance to any kind of specially-designed, publicly-funded education for LEP students. A number of states identified local and national politics as other influencing forces which can determine the course of action taken (or not taken) by the state.

SEA staff were asked to reflect briefly on possible ways to meet the challenges of developing a corps of adequately prepared bilingual education/ESL teachers. Suggested solutions tended to involve increased or at least continued funding, changes in the certification requirements for bilingual education/ESL teachers, or development of certification programs. States also had ideas for other types of professional development. Connecticut, for example, offers a series of workshops which train experienced staff to train other staff in areas of ESL and bilingual education teaching methods, and content instruction for LEP students. South Carolina, which has no formal endorsement in ESL or bilingual education, has established informal networks of experienced teachers who support one another in efforts to better serve LEP students. A number of states mentioned the need to train *all* teachers to deal with issues of LEP students, and the need to incorporate ESL and bilingual education programs into the overall educational system. Other suggestions revolved around issues of political consensus, school finance reform, and increased public awareness and acceptance of diversity.

V. CONCLUSIONS

This study found that of the 50 states and the District of Columbia,

- 30 offer certification or endorsement in bilingual education;
- 41 offer certification or endorsement in ESL; and
- 8 offer neither bilingual education nor ESL certification or endorsement.

A certification or endorsement in bilingual education or ESL generally takes the form of an "add-on" credential, which requires additional coursework beyond a standard teaching certificate (i.e., elementary education, secondary content area instruction, or special education). For certification or endorsement in bilingual education, this coursework typically consists of classes in linguistics, language acquisition, bilingual teaching methods, assessment, and cross-cultural awareness. Bilingual education teachers are also required to demonstrate proficiency in a second language. ESL certificates and endorsements require much of the same coursework, emphasizing ESL teaching methods. Second language proficiency is not necessarily required for ESL teachers, but it is often recommended.

Of the 30 states which offer certification or endorsement in bilingual education, 17 were able to provide information on the numbers of certified or endorsed bilingual education teachers.

Of the 41 states which offer certification or endorsement in ESL, 28 were able to provide information on the numbers of ESL certified or endorsed teachers in the state.

An additional eight states reported a combined number of bilingual education and ESL teachers. Nine states reported the number of teachers working with LEP students without any bilingual education or ESL certification.

In terms of the overall numbers of certified and uncertified teachers nation-wide, SEAs reported that

- 26,559 teachers hold a certificate or endorsement in bilingual education;
- 31,344 teachers hold a certificate or endorsement in ESL;
- an additional 4,701 teachers were reported as having either a certificate or endorsement in bilingual education or ESL; and
- 4,449 teachers were reported to be working with LEP students without any bilingual education or ESL certification or endorsement.

Of the 44 states which provided information regarding current and projected needs for additional bilingual education and ESL teachers,

- a majority reported a great need for additional bilingual education and ESL teachers;
- almost all of the remaining states reported some or limited need;
- one state reported an adequate supply of bilingual education and ESL teachers, and two states had no information concerning their current need; and
- none of the states reported actual numbers for projected needs of bilingual education and ESL teachers, but a majority reported that they expected the need to continue.

Of the 44 states which provided information on certification planning and development efforts,

- several states have recently revised existing requirements for bilingual education and ESL teachers or implemented new programs of certification;
- many states are discussing and/or planning revised or new certification requirements;
- several states are exploring ways to streamline their certification requirements to make them more relevant and accessible; and
- a number reported that they are not presently planning any changes.

Forty-four states also provided information on factors influencing certification planning and development efforts, as well as the challenges of meeting the needs of LEP students. Factors currently influencing developments in teacher certification include:

- increasing LEP student population; and
- educational reform efforts relative to Goals 2000 and the demand for high academic standards for *all* students.

Some of the challenges facing the states in meeting the future needs of LEP students include:

- insufficient funding;
- inadequate number of trained teachers;
- making content-area curricula accessible to LEP students; and
- negative public attitude towards LEP issues.

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Appendix:

Certification Requirements for Bilingual Education and ESL Teachers

ALABAMA

The state's certification program for ESL and Bilingual Education is a 2-year (1994-96) pilot program involving course work offered by the University of Alabama. This certification is added onto a standard certificate such as elementary education or subject area certification.

ESL/Bilingual Education Certificate

Course work

- Curriculum and Teaching
  - 3 hours of Implementing Second or Foreign Language Education or Methods of Teaching ESL
  - 3 hours of Teaching English as a Foreign Language
  - 3 hours of Computer-Based Instructional Technology

- Foundations of Professional Studies
  - 3 hours of Multicultural Education or another culturally relevant course
  - 3 hours of Special Education

- Evaluation of Teaching and Learning
  - 3 hours of Evaluation of Classroom Learning or 3 hours of Evaluation Theory and Practice or 3 hours of Second Language Evaluation

- Teaching Fields
  - 3 hours of Second Language Development or Acquisition
  - 3 hours of English linguistics
  - 3 hours of Practices in Curriculum and Instruction or Teaching ESL Academic Language Skills/Teaching Language Skills through Literature
  - 3 hours of Advanced approved graduate credits in applied English grammar or linguistics
  - 12 graduate hours in teaching field of previous Class B or Alternative A (eg, elementary education, social science, English, etc.)

ALASKA

The state neither offers nor requires any ESL or bilingual education certification. Alaska colleges and universities do not offer training for certification in ESL or bilingual education. Much instruction of LEP students is done by Alaska Native teacher aides, under the supervision of teachers.

ARIZONA

Provisional ESL Endorsement

This is valid one year, renewable twice. Each renewal requires six additional semester hours in courses specified under "Course work" (below).

- Possession of a valid Arizona elementary, secondary, or special education certificate.
- Six semester hours in courses specified under "Course Work" (below) three of which shall be from ESL Professional Education.

ESL Endorsement

This is valid for the grade level of the certificate.

- Possession of a valid Arizona elementary, secondary, or special education certificate
- Completion of a state-approved program in English as a second language or 21 semester hours from an accredited institution in courses specified below. Fifteen of these hours must be in courses at the upper division undergraduate or graduate levels. However, American Indian linguistics may be taken at the lower division undergraduate level, leaving a total of twelve semester hours required at the upper division undergraduate or graduate levels.

Course work:

- Three semester hours in linguistics, including: upper division undergraduate or graduate level courses in psycholinguistics, sociolinguistics, first language acquisition and second language acquisition for language minority students; or American Indian language linguistics.
- Nine semester hours in courses appropriate to the grade level of the certificate to include ESL methods; the teaching of reading and writing to limited English proficient students; ESL in the content areas; curriculum, methods, and materials for limited English proficient students; and assessment of limited English proficient students. These courses shall be at the upper division undergraduate or graduate levels.
- Three semester hours in courses at the upper division undergraduate or graduate levels on the nature and grammar of the English language.

- Three semester hours in courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English language background students.

- Three semester hours of a supervised practicum or internship appropriate to the grade level of the certificate from an accredited institution or two years of successful ESL or bilingual teaching experience appropriate to the grade level of the certificate as verified in writing by the head of the district.

Second language learning experience as documented by any of the following:

- Six semester hours in courses in a single second language

- Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute

- Placement by the language department of an accredited institution in a third semester level

- Placement at level one-intermediate/low or more advanced score on the Oral Proficiency Interview as verified in writing by an official authorized by the American Council for the Teaching of Foreign Languages

- Passing the Arizona Classroom Spanish Proficiency Examination administered by the University of Arizona, Northern Arizona University, Arizona State University, or Grand Canyon College

- Demonstration of American Indian language proficiency as verified in writing by an official designated by the appropriate tribe

- The equivalent of six semester hours as verified in writing by an official of the department of language, education, or English at an accredited institution

Provisional Bilingual Education Endorsement

This is valid for one year, renewable twice. Each renewal requires six additional semester hours in courses specified under "Course work" below.

- Possession of a valid Arizona elementary, secondary, or special education certificate.

- Proficiency in the language other than English as specified under "Second Language Requirement," below.

Bilingual Education Endorsement

This is valid for the grade level at which the teacher is certified.

- Possession of a valid Arizona elementary, secondary, or special education certificate
- Completion of a state-approved program in bilingual education or 21 semester hours from an accredited institution in courses specified under "Course Work," below. Fifteen of these hours must be in courses at the upper division undergraduate or graduate levels. However, American Indian linguistics may be taken at the lower division undergraduate level, leaving a total of twelve semester hours required at the upper division undergraduate or graduate levels

Course work:

- Three semester hours of courses in foundations of instruction for non-English language background students.
- Nine semester hours of upper division undergraduate or graduate level courses in methodology appropriate to the grade level of the certificate to include: bilingual methods, materials, and curriculum, student assessment, and teaching reading and writing to limited English proficient students; English as a second language for bilingual settings and teaching reading and writing to LEP students.
- Three semester hours of courses in linguistics to include: upper division undergraduate or graduate level courses in psycholinguistics, sociolinguistics, first language acquisition and second language acquisition for language minority students; or American Indian language linguistics
- Three semester hours of courses covering school, community, and family culture and parental involvement in programs of instruction for non-English language background students
- Three semester hours at the upper division undergraduate or graduate level in methods of teaching and evaluating handicapped children from non-English language backgrounds. These hours are only required for bilingual endorsements on special education certificates.
- For elementary and secondary certificates only, three semester hours in courses selected from the second, third, or fifth paragraph above, or

  An upper division undergraduate or graduate level language course for teaching content areas in the non-English language in which proficiency is to be verified pursuant to the second language requirement, or

An upper division undergraduate or graduate level course on the nature and grammar of the English language.

- Student teaching from an accredited institution in a bilingual setting at the grade level of the certificate, as verified in writing by the head of the district.

Second Language Requirement:

- Proficiency in the language other than English shall be verified by the language department of an accredited institution, except in the case of Spanish and American Indian languages.
- Spanish language proficiency shall be demonstrated by passing the Arizona Classroom Spanish Proficiency Examination administered by the University of Arizona, Northern Arizona University, Arizona State University, or Grand Canyon College.
- American Indian language proficiency shall be verified in writing by an official designated by the appropriate tribe.

ARKANSAS

Currently there is no ESL or bilingual education certification or endorsement, and no plans exist for developing bilingual education certification. However, the state is developing performance standards for teachers applying for ESL certification and endorsement. During Fall 1995 and Spring 1996 these standards will be presented to the state Licensure Task Force and the state Board of Education for discussion and adoption.

CALIFORNIA

The state certifies in both ESL and Bilingual Education and offers several routes to obtaining that certification. The state offers two types of certificates: CLAD certificates (Crosscultural, Language and Academic Development); and BCLAD certificates (Bilingual, Crosscultural, Language and Academic Development).

In this state, areas of instruction for LEP students are defined as: ELD - English Language Development, (i.e., ESL, TESOL); SDAIE - Specially Designed Academic Instruction Delivered in English, (i.e., Sheltered English); Primary LD and Content Instruction Delivered in the Primary Language. The CLAD Certificate qualifies a teacher to provide instruction in the first two areas. The BCLAD Certificate qualifies a teacher to provide instruction in all three areas.

CLAD Certificates (Crosscultural, Language and Academic Development)

The following documents qualify teachers to provide the same type of instruction as the CLAD: LDS - Language Development Specialist Certificate; and CLAD Emphasis Credential.

- Possession of a valid California teaching credential, services credential, children's center instructional permit, or children's supervision permit that authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults, excluding the following:

    - Emergency credential or permit;
    - Exchange credential;
    - District intern certificate;
    - Sojourn certificated employee credential; or
    - Teacher education internship credential.

- Satisfaction of the CLAD second-language requirement

- One of the following:

    - Passing scores (last 5 years) on both parts of LDS Exam;
    - Passing scores (last 5 years) on Tests 1,2 and 3 of the CLAD/BCLAD Exams;
    - Passing score (last 9 years) on the Methodology Component of the BCC Exam; and passing scores (last 5 years) on Tests 1 and 3 of the CLAD/BCLAD Exams;
    - 12 semester units of upper division college course work or 24 units of lower division (as described below); or
    - Possession of a Supplementary Authorization in ESL and 3 semester units of college course work in theories and methods of SDAIE.

Options for Satisfying the CLAD Second-Language Requirement:

- 6 semester units or 9 quarter units in learning a language other than English, with a C or better, or "pass" or "credit"
- 90 hours of language training in a California Department of Education Bilingual Teacher Training Program or equivalent
- Completion of Peace Corps language training
- Passing BCCE Oral, Essay or Reading Comprehension and Usage Subtest
- Passing any 2 of the 4 parts of Test 6 of the CLAD/BCLAD Exams
- Passing the Praxis II Subject Assessment in French, German or Spanish
- A level of "novice-high" or above on the ACTFL or 0+ or above on the Interagency Language Roundtable Proficiency Descriptions (available to government employees)
- A CLEP (College-Level Examination Program) foreign language test score equivalent to two semesters based on American Council on Education criteria
- Foreign language teaching credential from another state
- 12 consecutive months residence in non-English speaking country(s) at age 18 or higher
- Completion of one academic year at age 14 or above in a school where all subject areas were taught and all instruction was in a language other than English
- Completion of two academic years between ages 10 and 14 inclusive at a school fitting the description of K above.
- Having spent the years from birth to age 12 or higher in a non-English speaking country(s)

BCLAD certificates (Bilingual, Crosscultural, Language and Academic Development).

The following documents qualify teachers to provide the same type of instruction as the BCLAD:

- BCC - Bilingual Certificate of Competence;
- Bilingual Crosscultural Emphasis Credential;
- BCLAD Emphasis Credential; and
- Bilingual Crosscultural Specialist Credential.

- Possession of valid California teaching credential as described under the CLAD Certificate

- One of the following:

    - Passing scores on the Culture, Methodology, and Language (non-English sections only) components of the BCC Exam;
    - Passing scores on the Culture and Methodology Components of the BCC Exam and passing scores on Test 6 of the CLAD/BCLAD Exams;
    - Passing scores on the Language (non-English sections only) and Culture Components of the BCC Examination and passing scores on Tests 2 and 4 of the CLAD/BCLAD Exams;
    - Passing scores on the Language (non-English sections only) and Methodology Components of the BCC Examination and a passing score on Test 5 of the CLAD/BCLAD Exams;
    - A passing score on the Culture Component of the BCC Examination and passing scores on the Tests 1-4 and 6 of the CLAD/BCLAD Exams;
    - A passing score on the Methodology Component of the BCC Examination and passing scores on Tests 1,3,5 and 6 of the CLAD/BCLAD Exams;
    - Passing scores on the Language (non-English sections only) Component of the BCC Examination and passing scores on Test 1-5 of the CLAD/BCLAD Examinations;
    - Passing scores on Tests 1-6 of the CLAD/BCLAD Examinations; or
    - Passing scores on Tests 4,5 and 6 of the CLAD/BCLAD Examinations if candidate holds an LDS or a CLAD Certificate, or has passing scores on the LDS Exam, or has completed course work requirements for a CLAD Certificate.

Other documents which qualify teachers to provide instruction to LEP Students:

- Supplementary Authorization in ESL or Introductory ESL

    - Valid prerequisite teaching credential
    - Completion of course or passing exam in methods of teaching reading
    - One of the following: a college ESL major; or 20 semester units course work in ESL (or 10 units at upper-division)

  Note: Supplementary Authorizations will not be issued after July 1, 1996.

- Multiple or Single Subject Credential (MSSC) with a CLAD Emphasis

    - Completion of a Commission-approved CLAD MSSC Program at a California college or university, plus a recommendation from that institution

- Emergency Multiple or Single Subject Teaching Permit with a Bilingual Emphasis
  - Bachelor's degree or higher
  - Passing score on the CBEST
  - Oral language proficiency in language of emphasis
  - Application through employing agency where emergency exists
- Multiple or Single Subject Credential (MSSC) with a BCLAD Emphasis
  - Completion of a Commission-approved MSSC Bilingual Crosscultural Emphasis Credential Program at a California college or university. (These programs are being replaced by BCLAD Emphasis Credential Programs. Beginning July 1, 1994, individuals who complete a Bilingual Crosscultural Emphasis Program will be issued a BCLAD Emphasis Credential.)
  - Requirement for a BCLAD Emphasis Credential is completion and recommendation of a commission-approved BCLAD Emphasis MSSC Program at a California college or university. Individuals trained outside California must seek advisement and be recommended by a California college or university with a commission-approved program.
- Bilingual Crosscultural Specialist Credential
  - Valid prerequisite credential and completion of a Commission-approved Bilingual Crosscultural Specialist Program at a California college or university.

COLORADO

The state endorses in both ESL and bilingual education. Both endorsements are "add-ons" to elementary or secondary subject area certification. Content-based testing is required for these endorsements.

CONNECTICUT

TESOL Endorsement

This is required for teaching English to speakers of other languages. It is available through: a planned TESOL program; cross-endorsement; or prior experience.

- Planned Program Endorsement

  - Bachelor's degree from an approved institution, including a minimum of 39 hours general education and either: a major in TESOL; or minimum 30 hours in TESOL and minimum 9 hours in bilingual education, foreign language or literacy. The 30 hours in TESOL must be distributed among:

    - English Language
    - Language Theory
    - Culture and Intergroup Relations
    - Linguistic/Academic Assessment of LEP students

  - Minimum 30 hours in:

    - Educational Foundations
    - Educational Psychology
    - Minimum 6 hours TESOL methods
    - Minimum 10 weeks, 6-12 semester hours of student teaching at the elementary and secondary levels

- Cross Endorsement

  This is available to teachers certified in early childhood, elementary, middle grades, secondary academic subjects, and special education. (This endorsement is an "add-on").

  - 30 hours credit in education, including 18 in TESOL with at least 3 hours each in:

    - English Language
    - Language Theory
    - Culture and Intergroup Relations
    - Linguistic and Academic Assessment of LEP students
    - Curriculum and Methods of TESOL

- Eligibility based on prior experience

  This is available to holders of a Connecticut elementary or secondary certificate in English or a foreign language who have taught ESOL prior to July 1, 1993.

  - Submission of an application
  - At least 3 semester hours in each of the following: Methods of TESOL; Culture and Intergroup Relations, or Linguistics and Academic Assessment of LEP students

Bilingual Certification

This is required of a bilingual education teacher of LEP students. It is "endorsed from pre-K through grade 12." It is available through: Program preparation; Waiver; Cross-endorsement.

- Program preparation

  - Bachelor's degree from an accredited university
  - 3 semester hours in foundations of bilingual education
  - 3 semester hours in TESOL methods
  - Praxis I Computer-Based Tests (an assessment deficiency of one year available upon request)

- Waiver

  This is offered only when a "qualified applicant" has not been found. Renewable once if foundations and methods courses have been completed within the first year.

  - Bachelor's degree or equivalent
  - The certificate is issued with the following deficiencies:

    - 3 hours in foundations of bilingual education
    - 3 hours in TESOL methods
    - Praxis I Computer-Based Test

- Cross Endorsement

  This is available to holders of certificates in early childhood, elementary, middle grades, secondary academic subjects, or special education. This endorsement is an "add-on."

  - 30 semester hours to include 18 hours in bilingual education as follows:

    - Foundations of bilingual education
    - Curriculum and methods of teaching bilingual education

- Language, including language assessment, contrastive analysis of English and other languages
- Intergroup relations

DELAWARE

ESOL Grades K-12

Limited Standard Certificate

This certificate is good for 3 years, is non-renewable, and must be requested by a school district for an already-employed ESOL teacher.

- Completion of approved teacher education program in English, Foreign Language or Elementary Education
- Specialized preparation: 3 semester hours of Methods of Teaching ESL or English as a Second Dialect
- Cross-cultural experience gained through college credits, including field work, or through work experience

Temporary Certificate

This is a non-renewable certificate which may be issued under emergency conditions, i.e., when a vacancy cannot be filled by an otherwise qualified teacher.

- The applicant must be no more than 6 semester hours from completing a Bachelor's degree and have completed all teacher prep requirements including student teaching, or
- The applicant must have completed at least 2 years of college and have at least 3 years successful teaching experience
- The applicant may be a graduate of a non-accredited college
- The applicant may be a currently-employed teacher who has failed to meet requirements for other certificates or renewal of certificates

Standard Certificate

- Bachelor's degree
- Approved ESOL teacher education program, or minimum 24 semester hours including: human development; methods of teaching elementary language arts, English, or foreign language; identifying/treating exceptionalities; effective teaching strategies; multicultural education; or student teaching.

- A major in ESOL, completion of a teacher education program in ESOL, or completion of a Program in English, foreign language, or elementary education, with: 3 semester hours Second Language Acquisition/Psycholinguistics; 3 hours Methods of Teaching ESL or English as a Second Dialect; 3 hours Structure of English; 3 hours Second Language Testing; 3 hours Ethnic Studies / Multicultural Education; and Intermediate level of a foreign language (may be satisfied by a state-approved proficiency test)

Bilingual Education - Elementary

(Required in grades 1-6, valid in grades 5-8 in middle school)

Limited Standard Certificate

This certificate is valid for 3 years, non-renewable, and must be requested by school district for an already-employed bilingual elementary teacher.

- Bachelor's degree

- Course work as specified under Professional Education below excluding the first option; student teaching will be satisfied by three years teaching experience in a bilingual elementary school program in the language area of assignment.

Standard Certificate

- Bachelor's degree

- Professional Education:

    - Teacher education program in elementary education bilingual in language area of assignment; or completion of required course work in approved teacher education program in elementary education;
    - Minimum 15 semester hours in language area of assignment at or above 3rd year college; or demonstrated fluency in language area of assignment as determined by NTE score;
    - 3 semester hours teaching ESL;
    - Knowledge of target group's culture as demonstrated by: 3 semester hours credit in culture of target group; significant personal connection with target community such as formative or work experience; or appropriate workshop approved by state in culture of target group;
    - Bilingual student teaching in elementary school program in language area of assignment

Bilingual Education - Secondary

(Required in grades 9-12, valid in grades 5-8 in a middle school)

Limited Standard Certificate

This is good for 3 years, non-renewable, and must be requested by school district for already-employed bilingual education secondary teacher.

- Bachelor's degree
- Teacher preparation as described below under "Professional Education"

Student teaching may be satisfied by one year of teaching experience in a secondary bilingual school program in language area of assignment.

Standard Certificate

- Bachelor's degree
- Professional Education
  - Teacher preparation program in secondary education bilingual in language area of assignment and subject area of assignment; or
  - Completion of major in subject area of assignment and a minimum 21 semester hours in language area of assignment at or above intermediate level; or fluency in required language demonstrated on state-approved test
  - 3 semester hours TESL
  - Knowledge of culture of target group as demonstrated by: 3 semester hours in culture of target group; significant personal connection w/target community, or appropriate workshop approved by state in culture of target group
  - Bilingual student teaching in secondary school program in language area of assignment

A Temporary Certificate is available for elementary and secondary bilingual education teachers - conditions are the same as for Temporary ESL, above.

DISTRICT OF COLUMBIA

English as a Second Language - Grades K-12

In addition to general and professional education requirements, the following are required:

- Competency in English as determined by the D.C. Public Schools
- Competency in another language as determined by the D.C. Public Schools
- Thirty semester hours to include:
  - Historical, philosophical, educational and sociological basis of the education of language minority students (minimum 6 hours)
  - Linguistics and its relationship to cognitive development (minimum 6 hours)
  - Developmental literacy, reading readiness and reading for language minority students (minimum 3 hours)
  - Bilingual assessment instruments (minimum 3 hours)
  - Principles of cross-cultural communication and the differences in learning styles of language minority students (minimum 3 hours) (travel or residence abroad may be substituted for this requirement)

Bilingual Education - Grades K-12

In addition to the general and professional education requirements, the following are required:

- Valid teaching certificate in a content area
- Competency in English as determined by the D.C. Public Schools
- Competency in another language as determined by the D.C. Public Schools
- Thirty semester hours to include:
  - Historical, philosophical, educational, and sociological basis of the education of language minority students (minimum 6 hours)
  - Linguistics and its relationship to cognitive development (minimum 6 hours)
  - Developmental literacy, reading readiness and reading for language minority students (minimum 3 hours)
  - Bilingual assessment instruments
  - Principles of cross-cultural communication and the differences in learning styles of Language Minority students (minimum 3 hours) (travel or residence abroad may be substituted for this requirement)

Bilingual Special Education - Grades K-12

In addition to the general and professional education requirements, the following is required:

- Competency in English as determined by the D.C. Public Schools
- Competency in another language as determined by the D.C. Public Schools
- Historical, philosophical, educational and sociological basis of the education of language minority students; understanding of linguistics; formal and informal assessments; different learning styles of language minority students (minimum 18 semester hours) including:
    - Foundations of Bilingual Special Education
    - Bilingualism
    - Literacy in Second Language Learning
    - Principles of Cross Cultural Communication
    - Curriculum and instruction in Bilingual Special Education
- Common core content in special education (minimum 12 semester hours) including:
    - Psychoeducational assessment of exceptional individuals
    - Socio-cultural and vocational aspects of disabilities
    - Modifications/adaptations of curriculum and instruction of the exceptional individual
    - Language development of children with disabilities
    - Current trends and legal issues in special education
    - Psychology of exceptional children

Types of certificates available:

Provisional Certification

- Meeting certain requirements for a specific license (see ESL or Bilingual education, above)
- Passing score on the Praxis I (Pre-Professional Skills Test)

Standard Certification

- Meeting all requirements for a specific license
- Passing score on Praxis I and Praxis II (Subject Assessment Tests)

Professional Certification

This is renewable every 5 years.

- Receipt of Standard Certification
- Two years satisfactory teaching experience

Alternative Certification

This program was established in 1992 to provide an alternate route to Provisional Certification and attract talented applicants who might not otherwise be able to earn the qualifications necessary to teach in the D.C. Public Schools.

- Professional Education Training
- Supervised Field Experience
- Portfolio Development
- Testing Requirements (Praxis I)

FLORIDA

The state does not endorse in Bilingual Education.

ESOL Endorsement

- Bachelor's degree or higher with a standard teaching certificate
- 15 semester hours in ESOL, including credit in each of the following:
    - Methods of teaching ESOL
    - ESOL curriculum and materials development
    - Cross-cultural communication and understanding
    - Applied linguistics
    - Testing and evaluation of ESOL

Specialization Requirements for Certification in ESOL - Grades K-12

A bachelor's or higher degree with an undergraduate or graduate major in ESOL satisfies the specialization requirements for certification in ESOL.

GEORGIA

The state does not endorse in Bilingual Education.

ESOL Endorsement

- Possession of a professional certificate at the bachelor's degree level or higher in the teaching field, provided that a prerequisite has been established, in the teaching field or in speech and language pathology

- Completion of an approved program or 15 quarter hours of acceptable college credit from a regionally accredited institution, to include the following:

  - 5 quarter hours in applied and/or contrastive analysis
  - 5 quarter hours in socio-cultural systems, cultural pluralism in American society and the characteristic features of linguistic-minority cultures
  - 5 quarter hours in instructional methods and materials of teaching ESOL.

HAWAII

The state does not endorse in Bilingual Education.

ESL Certification

- 12 university credits in ESL, bilingual or multicultural education

  Six of these credits should come from undergraduate or graduate courses in Second Language Learning and Second Language Teaching

Part-time teachers do not have a specific ESL credit requirement. In-service training is recommended.

For Regular (Mainstream) and Secondary Core Content Area Teachers:

- Six credits in ESL.

  Two courses recommended are Workshop in TESOL - Content-based Instruction for ESL Students and Workshop in TESOL - ESL Content-Curriculum Strategies for the Classroom Teacher

For Special Education Bilingual Evaluators and Bilingual Education Assistants:

Training by special education personnel which enables them to completely participate in special education evaluation sessions. For example, before conducting evaluations, the bilingual evaluator or educational assistant should have an understanding of the tests to be used and the types of behavior or language to be observed.

IDAHO

No formal standard exists for certification in either ESL or Bilingual Education. Informally, Idaho issues either ESL K-12 or Bilingual K-12 Endorsements to educators with regular certification who have transcript proof of a foreign language, ESL methods, and a course in cultural diversity.

ILLINOIS

ESL Approval

Individuals who obtain an ESL approval may teach in this capacity only at the grade level for which their certificate is valid.

- Valid Illinois teaching certificate
- ESL clinical experience equal to 100 clock hours or 3 months teaching experience with ESL students
- 18 semester hours distributed among:
    - Linguistics
    - Theoretical Foundations of Teaching ESL
    - Assessment of the Bilingual Student
    - Methods and Materials for Teaching ESL
    - Cross-Cultural Studies for Teaching LEP Students

Bilingual Approval

Individuals who qualify for bilingual approval may teach ESL in grades K-6, as well as all other subject areas of a bilingual education program in the language for which they have approval.

- Valid Illinois teacher certificate
- Bilingual clinical experience totalling 100 clock hours or 3 months teaching experience in bilingual programs
- Passing approved exam in non-English language of instruction
- 18 semester hours distributed among:
    - Foundations of Bilingual Education
    - Assessment of Bilingual Students
    - Methods and Materials for Teaching LEP Students in Bilingual Programs
    - Cross-Cultural Studies for Teaching LEP Students
    - Methods and Materials for Teaching ESL

Transitional Bilingual Certificate

This is valid for 6 years in grades K-12, and is renewable once for 2 years if applicant is enrolled in teacher education program leading to standard certificate.

- Good health
- Sound moral character
- Legal resident of U.S., legally authorized to work
- Comply with certification procedures

Prior Certification Requirements

- Current valid Illinois certificate, or possession within past 5 years of valid teaching certificate or comparable authorization issued by foreign country or by U.S. state, possession or territory
- Bachelor's degree or equivalent from recognized institution

Language Requirements:

- Adequate speaking and reading ability in language of bilingual instruction; may be fulfilled in one of the following ways:
  - Demonstrating of ability to use language fluently and accurately in professional situations; precision of vocabulary; ability to respond appropriately even in unfamiliar situations; general correctness of grammar and pronunciation; informal interpreting from and into the language
  - Evidence of graduation from teacher preparation institution in which the medium of instruction was the target language
  - Demonstrating through an appropriate exam evidence of abilities listed in the first option
- Adequate communicative skills in English; may be demonstrated in one of the following ways:
  - Graduation from a college or university in which instruction was in English
  - One year or more of employment in an Illinois bilingual program; building administrator must attest to English proficiency

- Passing exam, approved by an Illinois college or university recognized for teacher education, which proves that applicant can handle most social situations; can comprehend most conversations on non-technical subjects; has vocabulary sufficient for self-expression; can usually handle elementary constructions accurately; does not make the kinds of errors which render speech unintelligible.

INDIANA

An ESL certification or Bilingual/Bicultural endorsement is strongly recommended but not required for teaching LEP students in Indiana.

ESL Certification

This certification consists of an "all-grade minor" and can be added to the Standard/Professional License. The minor requires 24 semester hours of the following course work: General and English linguistics; Psycholinguistics and sociolinguistics; Culture and society; Literature; Methods and materials. This certification covers grades K-12. Professionalization of the ESL minor requires completion of 12 semester hours from at least two of the following areas: Linguistics; Language; Literature; ESL.

Six of these hours must be at the graduate level. In addition, candidates must meet the professionalization requirements for the basic preparation level of the standard license.

Bilingual and Bicultural Proficiency Endorsement

The holder of this endorsement is qualified to teach the subject area and/or grade level specified on the Standard/Professional License. Candidates must demonstrate oral and written proficiency in the target language. Additionally, they must complete 12 semester hours of course work in: Methods of instruction in bilingual and bicultural education; Development of bilingual and bicultural programs; and Culture of the bilingual target language group.

The endorsement becomes professionalized when the holder has: completed 3 semester hours of graduate credit related to the culture of the target language group; met the professionalization requirements for the basic preparation level of the Standard License.

IOWA

ESL teachers must possess a valid Iowa teaching license. All ESL teachers licensed after October 1, 1988 are required to have a K-12 ESL endorsement. Required course work for the ESL endorsement is left to the individual universities to determine.

Transitional bilingual education teachers must possess a valid Iowa teaching license with endorsements for the subject area and level of their teaching assignments. Required course work for the Bilingual endorsement is left to the individual universities to determine.

KANSAS

All ESL and Bilingual Education Endorsements require possession of a regular teaching certificate valid for Kansas.

(English as a Second Language)

ESL Provisional Endorsement

This endorsement is valid for 2 years and is renewable upon application and statement of progress toward completion of ESL program.

- Deficiency plan to complete a state-approved ESL program
- Statement from teacher education institution verifying completion of at least 12 hours in ESL program

ESL Regular Endorsement

- Completion of state-approved ESL program and recommendation by the teacher education institution which consists of a course of study allowing students to demonstrate:
    - Knowledge of linguistics enabling teacher to apply understanding of the differences in the sound systems, forms, structures and lexicon of English and other languages
    - Knowledge of language as an essential element of culture and the principal ways in which U.S. culture differs from others
    - Knowledge of the process of language acquisition and development
    - Knowledge of present-day objectives, methods and techniques of teaching ESL
    - Knowledge of specialized techniques and ability to evaluate effectiveness of teaching materials, procedures, and curricula, as well as professional literature of teaching ESL
    - Knowledge of principles of language assessment and ability to apply its techniques and interpret results
    - Proficiency in spoken and written English at a level commensurate with the role of the language model (i.e., the teacher)

(Bilingual/Multicultural Education)

Provisional Endorsement

This is valid for 2 years.

- Deficiency plan to complete a state-approved bilingual/multicultural education program
- Verification of having completed at least 12 hours in such a program

Regular Endorsement

- Completion of state-approved bilingual-multicultural education program which consists of a course of study allowing students to demonstrate:
    - Knowledge of history and culture of U.S. and of country of candidate's 2nd language
    - Ability to adapt materials to bilingual/multicultural education
    - Knowledge of linguistics, including difference between forms, structures, languages and sound systems of English and 2nd language; ability to apply this knowledge to bilingual/multicultural education
    - Ability to relate to students, parents, community members of appropriate cultural group
    - Knowledge of teaching methods, diagnostic and prescriptive activities appropriate to bilingual/multicultural teaching
    - Knowledge of history and philosophy of bilingualism and multicultural education
    - Ability to utilize continuous language and content assessment as part of learning process and to recognize potential linguistic and cultural biases of existing assessment instruments and procedures
    - Ability to utilize English and the 2nd language in all basic subject matter content and the field or fields of specialization
- Recommendation by teacher education institution

KENTUCKY

The state does not endorse in Bilingual Education.

Endorsement for Teaching English as a Second Language

Endorsement is valid for the same teaching level as certificate to which it is attached, and carries same duration.

- Bachelor's degree
- Regular teaching certificate
- Completion of teacher preparation program

Further requirements:

- Elementary level: Elementary classroom certificate
- Secondary level: Secondary certificate with specialization in English or foreign language to the extent of a teaching major or minor or area of concentration
- Middle or junior high school: either of the above
- Minimum 12 semester hours to include: Linguistics - general; Applied linguistics, including second language acquisition, ESL assessment, psycholinguistics and sociolinguistics; Methods and materials for ESL instruction, including 30 clocks hours of field experience; Culture and society as factors in language comprehension
- Minimum 6 hours in a foreign language (may be waived by demonstrating equivalent proficiency)
- Proficiency in English sufficient to provide good model for LEP students

LOUISIANA

ESL Certification

This is available to elementary or secondary education certified teachers who complete four courses: Methods for Teaching English as a Second Language; An Introduction to Language and Culture; The Structure of the English Language; Curriculum Design for the Multicultural Classroom.

Bilingual Specialist Certification

This is available to foreign language certified teachers who take two bilingual methods courses: one in social studies and language arts and one in math and science. These methods courses currently are offered in Spanish at the University of New Orleans, for instruction to LEP students in Spanish. The state is considering making them available in Vietnamese as well, for instruction to LEP students in Vietnamese.

The state is considering allowing elementary and secondary education certified teachers who are bilingual to acquire Bilingual Specialist certification by: taking the required Bilingual Specialist course work (at the University of New Orleans), and passing an applicable language proficiency test.

MAINE

ESL Endorsement

This endorsement authorizes holder to teach ESL subjects K - 12. A professional certificate may be renewed upon completion of 6 hours of approved study. It is recommended that the approved study be in the endorsement area.

- Graduation from accredited bachelor's or master's program approved for ESL with a formal recommendation from degree-granting institution OR
- Possession of provisional, professional or masters level certificate AND
- Minimum of 15 semester hours from the following 5 cluster groups (3 hours in each group):

ESL Methods and Materials

- TESL Instructional Media
- Methods in Teaching ESL
- TESL Principals
- Foundations of Instruction to Minority Students
- ESL and CAI
- Second Language Pedagogy
- ESL Practicum

Linguistics/Language Acquisition

- Linguistics
- Sociolinguistics
- Psycholinguistics
- Study of the English Language
- First Language Acquisition
- Second Language Acquisition
- Language and Culture
- Modern English Grammar
- Syntactic Analysis
- Linguistic Pragmatics and Semantics

Culture Studies

- Cultural Bias, Stereotype, Conflict
- Multicultural Education
- Language and Culture
- Cultural Issues and Perspectives

- Cultural Diversity in Maine
- Contemporary American Culture and Society
- Practicum
- Counseling the Culturally Diverse
- Native American Studies
- Franco-American Studies

Curriculum Development

- Developing a Notional-Functional Syllabus
- ESL Curriculum Development
- ESL in the Content Area
- Second Language Literacy Skills
- Curriculum Adaptation for Language Minorities
- The Writing Process
- The Reading Process

Assessment and Testing

- Language Testing and Assessment
- Language Minority Diagnosis and Placement
- Evaluation of ESL Teaching Materials and Curriculum
- ESL Program Evaluation or
- Provisional, professional or master level certificate and a minimum of 3 years successful teaching experience in a K-12 or post-secondary program of ESL or EFL which meets the following validation standards: Screening instruments for identifying LEP students; Multiple-criteria assessment for entry/exit - ESL, Bilingual Program (e.g., list of materials used, accommodations in English-only classes, individualization, etc.); Post-exit/reclassification monitoring; Program funding sources - other than Special Education, Chapter 1 or Migrant Education; Establishment of Language Assessment Committee

Bilingual Education Endorsement

This endorsement authorizes holder to teach bilingual education from K-12. A professional certificate may be renewed upon completion of 6 hours of approved study. It is recommended that the approved study be in the endorsement area.

- Academic Requirements
  - Professional teaching certificate with a subject area endorsement
  - Minimum 24 semester hours in:
    - Methods of Bilingual education teaching
    - Language acquisition

    - Second language acquisition theory
    - Linguistics
    - Curriculum development
    - Assessment, testing, placement of students in grade levels and subjects
    - Principles of multicultural education
    - Non-English target language

- Professional Requirements

  - Minimum 24 semester hours in the following:

    - Knowledge of the learner
    - Knowledge of the learning process
    - Teaching exceptional students in the regular classroom
    - Content area methods
    - Curriculum design and methods of program evaluation
    - Practicum: supervised and documented practicum experience in direct contact with LEP children in an instructional setting; or thirty non-consecutive clock hours of supervised and documented direct contact with LEP children in an instructional setting (Practicum requirements waived for conditional level certificate holders)

MARYLAND

The state does not endorse in Bilingual Education.

ESOL Certificates

A Standard Professional School Teacher's Certificate for ESOL, Grades K-12, shall be issued to an applicant who meets the requirements of one of the following:

- The Interstate Contract Agreement
- A Teacher Preparation Program approved for certification purposes by the Maryland State Department of Education
- An undergraduate teacher education program approved by NCATE after July 1975
- The specific subject requirements set forth below:
  - A bachelor's degree from an accredited institution
  - At least 21 semester hours of undergraduate or graduate coursework in the following 4 content areas: American English and Linguistics; Foreign Language; Cross Cultural Studies; Language Learning
  - At least 21 semester hours in a planned program of professional education:
    - 6 semester hours of foundations of education
    - 12 hours in ESOL methodology, including: 3 hours ESOL methods; 3 hours methods of teaching reading to LEP students; 3 hours methods of teaching writing to LEP students; 3 hours ESOL tests and measurements
    - 12 semester hours in supervised observation and student teaching in ESOL divided between elementary and secondary levels, or 2 years of successful teaching experience in ESOL
    - 3 semester hours in special education, to be either an introductory or survey course or mainstreaming

Testing: The applicant shall meet the requirements for certification and shall obtain the appropriate qualifying scores on the National Teachers Exam for the core battery only.

Recent Credit: Except for certification under the Interstate Contract Agreement, an applicant must have completed at least six semester hours of credit within five years immediately preceding the issuance of a regular certificate.

Grade Requirements: Each course submitted to fulfill credit count requirements shall be completed with a grade of C or better.

MASSACHUSETTS

(ESL - PreK-9, 5-12)

Provisional Certificate

- Bachelor's degree from accredited institution with major in subject area to be taught
- Qualifying score on 2-part teacher's exam
- Sound Moral Character
- Competency I: Subject matter knowledge for field and level

Provisional Certificate with Advanced Standing

- Bachelor's degree
- 24 semester hours (or other experience) addressing knowledge in Competency I
- 18 semester hours, including pre-practicum field experience, or other experiences directly related to Common Teaching Competencies II-VII, approximating at a minimum a college minor of not fewer than 15 semester hours
- Practicum demonstrating ability to teach in areas directly related to Competency I and Common Teaching Competencies II-VII required for provisional certification with advanced standing
- Pre-practicum, including course work or other experiences directly related to the Common Teaching Competencies II-VII required for provisional certification which, at minimum, approximate a college minor of not fewer than 15 semester hours. 25 clock hours of monitored field-based training must be completed in an English monolingual classroom.
- Practicum demonstrating ability to teach in the area of the certificate, Competency I and the Common Teaching Competencies II-VII required for provisional certification
- Demonstration of English language proficiency - all skills - at a level determined by the state Board of Education

Standard Certificate

- Master's or equivalent district or other program, including:
    - Graduate course work or experience in the area of the certificate which reflects the knowledge listed under Provisional Certification with Advanced Standing Competency I: Subject matter knowledge for the certificate sought
    - Course work or other experiences which address the Common Teaching Competencies required for the Standard Certificate
    - Course work or experience addressing the elements defined in Competency I: Pedagogical content knowledge for the certificate sought
    - A research project appropriate to the requirements and competencies for the certificate sought.

- Clinical experience at post-bachelor's level, in the role and at the level of the certificate sought, demonstrating ability to teach in the area of the certificate and achievement of Competency I for the certificate sought and the Common Teaching Competencies II-VII required for the Standard Certificate

Competencies for Certification in Massachusetts - ESL

Provisional Certificate with Advanced Standing: "The Common Teaching Competencies" as referred to in the Code of the Commonwealth of Massachusetts.

Competency I: Subject Matter Knowledge

- Cultural identity and its influence on affective development
- Historical, philosophical, and legal bases for ESL and bilingual education
- At least an intermediate knowledge of a language other than English
- Current research and theories of 1st and 2nd lang acquisition across cultures and age levels
- Linguistics: variations, phonology, morphology, syntax, semantics, pragmatics of English
- Language assessment procedures and instruments
- History and contributions of various cultural and ethnic groups in USA
- Curriculum content, effective teaching of it

ESL Pedagogical Content Knowledge: "The effective teacher of ESL selects, administers and interprets non-discriminatory, developmentally appropriate language assessment procedures and instruments."

Standard Certificate: "The Common Teaching Competencies" as referred to in the Code of the Commonwealth of Massachusetts.

(Transitional Bilingual Education)

(valid for field/level of certification)

Provisional Certificate

- Bachelor's degree
- Qualifying score on 2-part teacher's exam
- Sound moral character
- Competency I: Subject Matter Knowledge for the field and level

Provisional Certificate with Advanced Standing

- Bachelor's degree
- 24 semester hours course work or other experience addressing Competency I
- 18 semester hours course work, including pre-practicum field experience, or other experience related to Common Teaching Competencies II-VII, approximating at minimum a college minor of at least 15 semester hours.
- Practicum demonstrating ability to teach in area of certification, as specified in Competency I and in Common Teaching Competencies II-VII for Provisional Certification with Advanced Standing
- At least a Provisional Certificate with Advanced Standing in a teaching field (eg, subject area)
- Course work or other experience addressing Competency I
- Half-practicum demonstrating ability to teach in area of certification
- Competency I and Common Teaching Competencies II-VII as they apply to the role of the teacher of TBE

Standard Certificate

- Master's Degree, including:
  - Grad course work or other experience in the area of certification reflecting knowledge listed under Provisional Certification with Advanced Standing Competency I: Subject Matter Knowledge for certificate sought
  - Course work or other experience addressing Common Teaching Competencies required for Standard Certificate
  - Course work or other experience addressing elements defined in Competency I: Pedagogical Content Knowledge for certification sought
  - Research project appropriate to requirements and competencies for desired certificate

- Clinical experience

  At post bachelor level, in the role and at the level of the desired certificate, demonstrating ability to teach in area of certification and achievement of Competency I for desired certificate and Common Teaching Competencies II-VII required for Standard Certificate.

Competencies for Certification in Massachusetts - Bilingual Education

Provisional Certificate with Advanced Standing: "The Common Teaching Competencies" as referred to in Code of the Commonwealth of Massachusetts.

Competency I: Subject Matter Knowledge

- All skills in a language other than English at a proficiency level determined by the State Board of Education
- Culture and history associated with the candidate's second language other than English
- Theories of first and second language acquisition
- Historical, philosophical, theoretical and legal bases for bilingual education
- At least an intermediate college level mastery of English

Standard Certificate: "The Common Teaching Competencies" as referred to in the Code of the Commonwealth of Massachusetts.

Competency I: Pedagogical Content Knowledge

- Mastery of all skills in a language other than English at a proficiency level determined by the State Board of Education
- Same as the first requirement above in English

- Applies theories and knowledge of learning processes relating to first and second language acquisition
- Knowledge of history and contribution of diverse ethnic and cultural groups in USA
- Understanding of ones own ethnic, historical and cultural background
- Knowledge of curriculum, teaching strategies and organizational models for providing dual-language instruction
- Understanding of similarities and differences among varieties of second language and between that language and English
- Applying knowledge of intercultural relations and communication to create positive classroom environment for non-native speakers of English
- Knowledge of the concept of cultural identity and its influence on affective development.
- Developing and adapting curricular and instructional strategies appropriate to context of multicultural education
- Designing and using evaluative procedures appropriate to dual language/ multicultural education
- Understanding how information is communicated formally and informally in diverse communities
- Using strategies and methods appropriate for teaching and developing literacy in the language in which the candidate has demonstrated proficiency

MICHIGAN

The state does not endorse in ESL.

Emergency Permits

In the event that demand for bilingual education teachers exceeds supply, the Teacher Certification Code provides for the issuance of permits upon the application of a recommending superintendent or personnel officer. The emergency permit is good for one year, renewable if the holder has completed 6 semester hours of satisfactory additional credit toward the requirements.

Bilingual Endorsement

This endorsement is an "add-on" credential. At the elementary level it is good for grades K-8 in all subjects and in grade 9 in the major/minor endorsement area. At the secondary level the holder is authorized to teach in a bilingual instruction program in grades 7-12 in the major/minor endorsement area. According to Michigan Code Rule 57, bilingual endorsements are granted in specified languages, bilingual endorsements for initial certificates shall require a group minor of 24 semester hours, and bilingual endorsement for existing certificates shall require a minimum of 18 semester hours (excluding English or second language proficiency)

- Language Proficiency: all skill areas in English and the second language. State Board of Education approves the examination process and designates languages for which reading and writing proficiency is not required.

- Linguistic/Bilingual Methodology - 9 semester hours of coursework designed to develop: knowledge of history and pedagogical rationale of bilingual education; effective skills in using English and second language in subject matter to be taught; effective skills in teaching English and second language; effective skills in linguistic analysis of English and second language and in testing and assessment of language skills

- Culture - 6 semester hours to develop: effective skills in using cultural information and activities to develop basic skills; effective skills in presenting history and culture of geographical area associated with endorsed language; effective skills in presenting history and culture of endorsed language groups in U.S.; effective skills in communicating with parents and with members of bilingual advisory committee

- Field Experience - An applicant shall successfully complete a portion of the directed teaching requirement for an initial elementary or secondary provisional certificate with a bilingual endorsement in a currently operating bilingual instruction program.

MINNESOTA

ESL Provisional Licensure

Successive 2-year renewals of provisional license may be issued to applicants who have completed an additional 9 quarter hours of credit in ESL teacher preparation program.

- Bachelor's degree or higher from AACSS accredited institution
- 9 quarter hours of college credit in Board-approved program leading to licensure of ESL teachers. Previous teaching/teacher preparation may be credited toward this requirement

ESL Licensure

(license is valid for K-12)

Continuing License . . . "shall be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure."

- Bachelor's degree
- Study of a foreign language: 2 years college or 4 years high school, or equivalent
- Professional Education Prep Program for ESL teachers - 27 quarter hours minimum or equivalent. Student teaching must be at both elementary and secondary, full school day experiences for one academic quarter or equivalent, with LEP students
- ESL teacher preparation program of 36 quarter hours or equivalent; the program is required to have the following:
    - Linguistics
        - Nature of language
        - Organizational principles of language
        - Major models of linguistic analysis
        - Writing systems
        - Principles of language change and development of language families
    - English language
        - Varieties
        - Structure and usage
        - Contrastive analysis

- Psycholinguistics
    - Learning theories
    - First and Second language acquisition processes at various age levels
    - Attitudinal and motivational factors as they relate to individual learning styles

- Sociolinguistics
    - Basic sociocultural variables in language use and learning
    - Types of bilingual and multilingual educational situations
    - Social determiners of dialect and style

- Language and Culture
    - The relationship between language and culture
    - Skills and tools of cultural analysis
    - American historical development and contemporary American cultural patterns and values
    - Crosscultural patterns and values of the second language learner
    - Problems of intercultural communications as they relate to language teaching

- Teaching reading to LEP students
    - Pre-reading skills
    - Reading theories
    - Relationship between oral and written language
    - Correction of reading difficulties
    - Reading skills for special purposes
    - Techniques and approaches for elementary and secondary students
    - Selection, development and adaptation of appropriate materials

Bilingual/Bicultural Education (K - 12)

Provisional License

(valid for 2 years)

- Bachelor's degree
- One year of bilingual/bicultural teaching experience

Renewable for 2 years upon completion of 9 quarter hours toward Minnesota teaching license or 9 quarter hours in items below.

A provisional license may also be issued with a Bachelor's degree and 9 quarter hours in a bilingual/bicultural education program approved by the Board of Teaching.

Previous teaching and teacher preparation in approved program shall be applied toward this credit hour requirement.

Applicants not holding a valid Minnesota teaching license may elect to complete part or all of the required 9 quarter hours (see below) in a Board-approved program leading to elementary or secondary licensure.

Successive 2-year renewals of provisional license may be issued upon evidence of completion of additional 9 quarter hours in a program leading to bilingual/bicultural education license.

Regular Licensure

- Bachelor's degree
- Valid Minnesota elementary or secondary teacher license
- Language proficiency requirements:
    - spoken fluency in English and second language; e.g., ease in formal and informal conversations; accuracy in structure, vocabulary; normal rate of speed
    - reading fluency; e.g., newspaper, correspondence, reports, technical material
- Completion of bilingual/bicultural education teacher prep program, with minimum 24 quarter hours, or equivalent
    - Program Requirements:
        - Theoretical foundations
        - Basic linguistic competencies
        - Teaching reading to LEP students
        - Culture, artistic expression, history with respect to specific languages and cultures
        - Bilingual/bicultural education curriculum
        - Assessment instruments and procedures
        - Parental and community involvement
        - Teaching experience - both elementary and secondary, in bilingual/bicultural setting

Continuing License . . . "shall be issued and renewed according to the rules of the Board of Teaching governing continuing education/relicensure."

MISSISSIPPI

The state does not endorse in Bilingual Education.

Mississippi awards an "add-on" endorsement in teaching ESL. The endorsement is "added-on" to a standard teaching certificate after completion of an approved program in ESL at either the undergraduate or graduate level. It is recommended when the principal teaching assignment is ESL.

The Mississippi Department of Education has established minimum competencies which must be met for an ESL endorsement to be added to a teaching certificate. It is left to each university to determine the specific courses necessary to meet these competencies.

Minimum Competencies:

- Language principles

    - Phonology
    - Structure
    - Register

- Language Acquisition

    - Theories of L1 and L2 acquisition, and application of those theories
    - Match instructional approaches to theories
    - Compare lang acquisition of different age and cultural groups
    - Differentiate language proficiencies relating to basic interpersonal communicative skills (conversation) and cognitive academic language skills (textbook language)

- Methodology

    - Identify the characteristics of ESL approaches
    - Identify, understand and apply the skills to be taught in listening, speaking, reading and writing
    - Develop appropriate curricula for various age and ESL proficiency levels
    - Adapt materials and curricula to accommodate cultural and linguistic differences

- Cross-Cultural Awareness

    - Apply ethnolinguistic and cross-cultural knowledge to classroom management
    - Identify teacher behaviors which indicate sensitivity to cultural and linguistic differences

- Identify culture-specific, non-verbal communications such as gestures, facial expressions, eye contact
- Identify specific characteristics of U.S. culture
- Compare and contrast features of U.S. culture with those of other cultures
- Identify cultural bias in teaching materials

- Assessment

  - Design appropriate tests for placement, progress, and achievement
  - Identify ESL assessment instruments suitable for legal compliance
  - Administer various ESL assessment instruments - eg, oral interviews, compositions, etc
  - Identify cultural bias in assessment instruments
  - Recognize possible exceptionalities in LEP students - e.g., Gifted and Talented

MISSOURI

The state does not endorse in Bilingual Education.

Endorsement in English for Speakers of Other Languages

- Valid Missouri teacher's certificate
- Professional Requirements - at least 2 semester hours, grade of C or better:
  - Psychology and Education of the Exceptional Child
  - Basic Reading Techniques for Secondary Teachers
- Professional Requirements for ESOL (minimum 21 semester hours, grade of C or better):
  - Linguistics and English Linguistics
  - Language and Culture or Sociolinguistics
  - Second Language Acquisition
  - Methods of Teaching Second Language Students
  - Material for TESOL and Assessment of Speakers of Other Languages
  - ESOL Practicum (3 semester credit hours)
  - Elective course work (3 credit hours): chosen from English language, reading, composition, early childhood education, bilingual education, or advanced second language methods, according to the needs of the teaching situation.

MONTANA

The state does not endorse in Bilingual Education.

Endorsement in Second Languages, including ESL

The following competencies are required. Each university determines the course work required to address the competencies. (Rules of Montana - 10.58.511)

- Study in applied phonology, grammar, composition, linguistics, literature, culture
- Listening ability sufficient to understand routine work requirements, social conventions.
- Oral proficiency sufficient to satisfy most work requirements and communicate on concrete topics in special fields of interest
- Reading comprehension sufficient for factual information, non-technical prose, separating details from main ideas.
- Writing ability sufficient to address most common topics with some precision and in some detail; handle resumes, summaries, notes, correspondence, personal narratives, opinions in prose discourse, concrete topics relating to particular interests and special fields.
- Working social and professional competence in cultural skills
- Awareness of language as an essential element of culture; awareness of cultural differences; knowledge of literature, history, art, social customs, geography of countries where target language predominates.
- Understanding of differences between sound systems, forms, structures of English and target language; ability to apply this understanding to modern 2nd language teaching.
- Knowledge of current objectives of 2nd language teaching as communication, and an understanding of the methods and techniques for attaining these objectives.
- Knowledge of use of special techniques, eg., educational media, relation of modern 2nd language study to other subjects, and ability to evaluate professional literature of 2nd language teaching.
- Preparation of teachers of classical languages through adherence to the preceding standards, with additional emphasis on appreciation of the language and gaining

control of its sounds, structure, and vocabulary rather than on conversational objectives

- For certification to teach ESL, the program shall require two years or the equivalent experience learning a 2nd language to include knowledge of linguistic structure of the language and features of a culture where that language is used.

NEBRASKA

The state does not endorse in Bilingual Education.

ESL Endorsements are supplemental only, meaning they are available only to teachers holding other endorsements to their regular certificates. Nebraska recognizes undergraduate and graduate level ESL endorsements. They are valid for grades K - 12.

Undergraduate Endorsement

- Academic Requirements
  - 3 semester hours English Language / Linguistics
  - 3 hours Cross-Cultural Communication
  - 3 hours Methods in ESL
  - 3 hours Assessment and Evaluation of Second Language Learners
  - 3 hours Practicum in Teaching ESL
- Other Requirement
  - One year of another language or equivalent in a language other than a native language

Graduate Endorsement

This endorsement is added onto a previous endorsement in any of the following: Elementary Education, English, Speech Language Pathology, Special Education, Reading, or Foreign Language Education.

- Academic Requirements
  - a minimum of 12 graduate semester hours beyond the bachelor's degree, including courses in: 3 hours Linguistics; 3 hours Cross-Cultural Communication; 3 hours Curriculum Design for ESL (to include student/language assessment);
- Other Requirements
  - Practicum of 1 semester hour in an ESL K - 12 setting.
  - Foreign Language: Any language other than English - excluding sign language/computer languages.

NEVADA

TESL Licensure - Effective September 1, 1988

Limited Endorsement

This is valid 5 years and is not renewable.

- Valid elementary or secondary certificate

- Minimum six hours in any of the following:

  - Methods and materials for teaching ESL
  - Theories of second language acquisition
  - Testing and evaluation of pupils studying ESL
  - ESL curriculum development

Endorsement

- Completion of requirements for Limited Endorsement

- Completion of additional 6 hours of course work listed under Limited Endorsement

Professional Teacher Endorsement

- Completion of requirements for Limited Endorsement

- Master's degree

- 3 years teaching experience

- Completion of additional 6 hours listed under Limited Endorsement

  Note: Requirements for the successful completion of a "course of study" (e.g., master's program) are in addition to the requirements to receive an endorsement.

Bilingual Endorsement

To teach pupils enrolled in a program of bilingual education on or after Sept. 1, 1996, a person must: hold an endorsement pursuant to this section; and demonstrate, by examination approved by the commission, oral and written proficiency in the native language."

Limited Endorsement

- Bachelor's degree with a bilingual education major, or an elementary or secondary license
- 3 years bilingual education teaching experience (at least 2 periods per day) or
- Completion of at least 6 semester hours of credit in course work listed below.

Endorsement

- Bachelor's degree with bilingual education major or elementary or secondary license and completion of:
    - State Board of Education-approved bilingual program of preparation for teaching LEP pupil, or
    - At least 12 semester hours of credit in a course of study which includes theories of second language acquisition and at least 3 of the following other areas of study:
        - Methods of teaching language arts or reading in the native language
        - Methods of teaching math, science and social studies in the native language
        - Testing and evaluating pupils' of a second language in both English and the native language
        - Development of curriculum, materials and teaching methods for bilingual education
        - Native language and culture
        - Bilingual education, history, philosophy, theory

NEW HAMPSHIRE

ESL Certificate

The state offers 3 routes to certification in ESL:

- Satisfying the requirements for course work in an approved teacher preparation program.
- Passing a state-developed exam based on prior knowledge and experience.
- Taking required course work while serving as a teacher (temporary certification).

The New Hampshire Code specifies a list of competencies which a teacher must demonstrate to earn an ESL Endorsement. It is left to the teacher preparation programs to determine the course work necessary to address the competencies.

- Demonstrated proficiency in spoken and written English
- Experience in learning a second language and in acquiring a knowledge of its structure
- Sociolinguistics: nature of language; social, regional, functional language variation
- Development of the English language: history, current linguistics
- Language Acquisition: understanding the process and its variation with age level
- Methods and Techniques: knowledge, application
- Testing: designing, implementing, interpreting results
- Evaluation: effectiveness of teaching materials, procedures, curriculum
- Cultural Diversity in the USA - pluralism; focus on African-American, Hispanic, Native American.
- Cultural Experience: Knowledge of at least one other cultural system, based on first-hand experience if possible.
- Socio-Cultural Effects: understanding of effects of socio-cultural norms on first and second language learning.

Endorsement in Bilingual Education

The New Hampshire Code specifies the following standards which pertain to all college programs preparing teachers for endorsement in bilingual education.

- Standard teaching endorsement in another area of certification
- The following linguistic competencies:
  - Proficiency in both English and the 2nd language, including competency in listening, speaking, reading and writing
  - Knowledge, acceptance of dialects, idioms of 2nd language
  - Knowledge of linguistics necessary for bilingual programming, with specific skills in diagnostic and prescriptive activities
  - Ability to use both languages in instruction of at least one content area
  - Ability to teach language arts in both languages
  - Practical and theoretical understanding of process of becoming bilingual and of the nature of bilingualism
- The following cultural competencies:
  - Knowledge of history, geography, sociology, and cultural elements of groups to be served
  - Ability to teach elements (above) to all children, particularly as these apply to contributions to American society.
  - Knowledge of human cultural diversity, ability to recognize and communicate the value of this diversity
  - Ability to communicate and relate objectives of program to the community, including skills in community resources to achieve aims of program
  - Knowledge of involvement of communities in decision-making processes in educational programs of the schools.

NEW JERSEY

ESL: Provisional Certificate Requirements

- Bachelor's degree
- Passing state test of English communication skills
- Offer of employment requiring ESL teaching endorsement

Certificate of Eligibility

- completion of the first two above

Certificate of Eligibility with Advanced Standing

- Passing state test of English communication skills
- A college program approved by New Jersey Department of Education for preparation of ESL teachers

Standard Certificate

- Possession of provisional certificate
- Completion of state-approved district training program
- 12 credits or 180 clock hours of formal instruction in:
    - Historical/cultural backgrounds of LEP students
    - Specialized instructional content of ESL education
    - Techniques of teaching ESL (this requirement does not apply to holders of Certificate of Eligibility with Advanced Standing)

Note: Holders of NJ certificates in other fields are not required to meet the first and third items under Standard Certification above. However, they may meet the third requirement working under provisional ESL certification under supervision of a state-approved support team.

Bilingual/Bicultural Education

Provisional Certification

- Possession of or eligibility for standard or provisional NJ certificate in appropriate subject or grade level
- Passing state test of English communication skills
- Offer of employment in position requiring bilingual/bicultural education endorsement

  Applicants meeting the first two requirements above are issued the "Certificate of Eligibility" permitting them to seek and accept positions requiring bilingual/bicultural certification. The bilingual/bicultural provisional certification is valid for only 2 years.

Certificate of Eligibility with Advanced Standing

This is issued to persons who have completed that state test and coursework referred to below but never served a provisional year or completed a state-approved district training program for any certificate endorsement.

Standard Bilingual/Bicultural Certification

Candidates who complete this requirement while serving as provisionally certified bilingual education teachers shall be supervised by a state-approved support team.

- Standard NJ certificate for grade level or subject to be taught
- Passing state test of English communication skills
- 6 hours college coursework or 90 clock hours of district-based formal training in:
  - Historical/cultural backgrounds of LEP students
  - Specialized instructional content of bilingual education
  - Techniques of teaching bilingual students

NEW MEXICO

New Mexico offers endorsements in both TESOL and bilingual education. These endorsements are attached to a license, which determines the grade level at which the teacher may work.

A candidate for an endorsement in either of these areas is required to complete a minimum of 24 semester hours in a NM university's program which incorporates the respective competencies and is approved by the NM State Board of Education.

Competencies for Entry Level Teachers of TESOL

- Proficiency in spoken and written English; a command of the language combining accuracy and fluency; experience should include a wide knowledge of American, Southwest, and children's literature.
- Knowledge of oral and written language acquisition as it concerns first and subsequent language learning and as it varies at different age and proficiency levels.
- Understanding of the effects on language learning of social-cultural variables in instructional situations.
- Knowledge of the role of ESL in bilingual education.
- Understanding of the integration of cognitive and affective language development; social, regional, and functional language varieties; structure and development of the English language systems and cultures.
- Knowledge of another language and culture.
- Understanding of the principles of second language assessment, and ability to interpret the results.
- Ability to use core curriculum and other areas of instruction to develop ESL learning activities.
- Knowledge of the principles and methods of teaching oral and written language to speakers of languages other than English.
- Understanding of the factors which contribute to the lifestyles of various people and which determine both their uniqueness and their interrelationships in a pluralistic society.

Competencies for Entry Level Teachers of Bilingual Education

- Native Language - Effective oral and written communication
  - Pronunciation and grammar - excellent skills
  - Vocabulary - broad range
  - Social spoken language adequate for ordinary situations
  - Compare, contrast, categorize, summarize, infer, analyze, synthesize, hypothesize, evaluate
  - Reading comprehension - broad range
  - Written mechanics, organization - sentences, paragraphs, essays
  - Minimum 8th grade proficiency in oral and written languages
  - Ability to provide content area instruction

- Culture - the candidate:
  - Accepts diversity
  - Communicates value of diversity to students
  - Prepares and assists students to interact in cross-cultural setting
  - Formulates instructional strategies appropriate to culture-based patterns of child development
  - Promotes students' pride and identity with mother culture
  - Knows monumental (eg, arts) and fundamental (eg, customs) aspects of students' cultures
  - Incorporates into curriculum history, contributions, contemporary lifestyle of learners' cultural groups
  - Recognizes cultural differences and similarities and the potential conflicts and opportunities they present
  - Demonstrates knowledge of effects of cultural and socio-economic variables on learning styles
  - Uses current research on education of students from culturally and linguistically diverse backgrounds

- English Language Development
  - Knowledge of historical, legal, theoretical, sociological foundations of L2 instructional programs
  - Knowledge of major models of bilingual and ESL programs and their components
  - Knowledge of theories of L1 and L2 acquisition utilizing methods appropriate to various age and language groups
  - Knowledge and application of theories, methods for teaching all skills in English and in native language
  - Ability to plan and present content lessons in both languages, across curriculum, using various techniques

- Knowledge of distinction between concept and skill in planning and teaching of lessons in both languages across curriculum.
- Knowledge and application of management techniques appropriate to classes with varying levels of proficiency and academic experience in both languages
- Ability to collaborate with other staff, eg, content teachers, to promote participation of L2 learners in all aspects of schooling

- Community/Parent Involvement

  - Recognition of importance of it
  - Development of trusting, sharing rapport with parents
  - Knowledge of learning atmosphere at students' homes and incorporation of it into classes
  - Ability to involve parents in teaching, curriculum development, materials development, management.
  - Ability to act as a catalyst in enhancing educational skills of parents so they may better assist their children
  - Ability to persuade parents to become active agents of change on behalf of their children's education
  - Acquiring and use of culturally relevant information and materials from community which can serve both for curriculum content and for instructional materials.

- Assessment - the candidate:

  - Recognizes potential linguistic and cultural biases of assessment instruments and procedures
  - Assesses oral and written language proficiency in academic areas in both languages and uses results for placement, prescription, evaluation
  - Evaluates growth of learner's L1 and L2 ability in context of curriculum
  - Continuously assesses and adjusts own language use in the classroom in order to maximize student comprehension and verbal participation.

NEW YORK

Certificate for Teaching English to Speakers of Other Languages

Provisional Certificate

Provisional certificate is valid 5 years from date of issuance.

- Bachelor's degree
- 12 semester hours professional education to include methodology, materials, evaluation of TESOL
- 24 semester hours to include 12 hours study of a language and culture other than English (or the equivalent); sociological and anthropological aspects of language; linguistics including English linguistics; foundations, theory and practice of bilingual/bicultural education
- College-supervised student teaching in TESOL (one year of paid full-time TESOL experience may be substituted)
- English language proficiency - as demonstrated on state-developed exam

Permanent Certificate

This certificate requires 2 years school experience in TESOL and a master's in an area functionally related to TESOL, as defined by Commissioner. The total program of preparation shall include the preparation required for provisional certification.

Interstate Agreement on Qualifications of Educational Personnel provides for reciprocal ESL certification of a teacher who qualifies in another state. This agreement applies to provisional ESL certification only.

A Statement of Continued Eligibility may be issued to a person employed as a teacher of English to speakers of other languages for three of the five years immediately preceding 9-1-83, provided that person holds a permanent certificate valid for any other area of service described in the certification requirements. A Statement of Continued Eligibility is limited to TESOL but is valid for any school district. Applications for the Statement of Continued Eligibility must have been filed by 9-1-84.

Bilingual Education Certification

This is an extension of a certificate to teach at a grade level or in a subject area.

For holders of elementary or elementary/early secondary certificates:

- 24 semester hours at an institution with an approved bilingual education program, including:
    - History and culture of second language group
    - Foundations in bilingual/bicultural education
    - First language teaching
    - Second language teaching
    - Methodology, materials, and evaluations in bilingual education
    - Bilingualism (applied linguistics, psycholinguistics, sociolinguistics)

For holders of certificate to teach: occupational subject, children w/handicapping conditions, reading, English, foreign language, math or science, or a "special subject":

- 15 semester hours of collegiate study at an institution with an approved bilingual education program in:
    - History and culture of second language
    - Methodology, materials, and evaluation in the second language content areas
    - Foundations in bilingual/bicultural education
- Practice: In addition to credit hours, candidates must complete a college-supervised student teaching experience in bilingual education. One year of paid full-time bilingual teaching experience at the level and in the subject area for which certification is desired may be substituted for it.
- Language Proficiency: both English and second language, as demonstrated on state-developed exam.

The Interstate Agreement on Qualifications of Educational Personnel recognizes reciprocal bilingual certification between New York and other participating states. The language proficiency exam requirement is not covered by this agreement, however.

A Statement of Continued Eligibility may be issued to a bilingual education teacher in NY upon evidence of the following:

- A permanent NY State certificate valid for service in any area of certification noted above
- 3 years full time experience as a teacher in bilingual education in NY State between 9-1-78 and 9-1-83.
- Application for Statement of Continued Eligibility by 9-1-84.

The Statement of Continued Eligibility enables the holder to teach bilingual education in NY State without a certificate or extension as described above. The Statement is limited to the grade level and subject area for which it is granted, but it is valid in any school district.

NORTH CAROLINA

The state offers no certification in Bilingual Education.

Presently the state offers two routes to certification in ESL: "Irregular" and through an approved university program.

Irregular ESL Certification

This path to certification was established to address the increased demand for ESL instructors which has occurred simultaneously to a reduction in ESL teacher preparation programs in the state.

- Regular teacher's certificate.
- Current employment as ESL teacher
- Documented progress toward 18 state competencies (outlined below)
- Evaluation by state committee of candidate's demonstration of competencies and teaching ability.
- State committee's formal recommendation for certification.
- Passing the ESL section of the National Teacher's Exam.

Regular ESL Certification

- Regular teacher's certificate
- Passing score on the ESL section of the National Teacher's Exam.
- Completion of an approved university program which addresses the following competencies:
    - Native English speaker listening ability
    - English speaking ability commensurate with teacher's role as English language model
    - English reading ability, on a literal, interpretive and critical level, suited to general printed matter
    - English writing ability suited to clear, effective, accurate communication, at a level appropriate to purpose
    - Ability to analyze linguistic components of English

- General knowledge of distinctive features of major world language groups in comparison with English
- Knowledge of the ways in which all age groups acquire language
- Knowledge of emotional, psychological, and intellectual implications of the process of learning a second language
- General knowledge of American and world cultures, including customs, values, thought processes
- Knowledge of major ESL methodologies and trends
- Ability to employ major strategies for teaching ESL at various grade levels
- Ability to select, adapt, and develop ESL materials in all media
- Knowledge of ESL evaluative instruments and techniques
- Understanding historical and legal background of education for LEP students in the U.S.
- Knowledge of current trends, issues, research in ESL curriculum, instruction, and language acquisition relevant to students in U.S.
- Knowledge of availability and location of resources
- Ability to promote cooperation among bilingual/ESL staff and others in school and community
- Ability to participate in curriculum evaluation and development

NORTH DAKOTA

Combined ESL/Bilingual Education Endorsement

- Regular teaching certificate
- 16 semester hours of course work which is offered at one college only

Proposals under consideration include changing the endorsement to a certificate and creating a separate endorsement for Bilingual Education.

OHIO

Validation

In Ohio, a validation qualifies a teacher to teach bilingual/multicultural education or English to Speakers of Other Languages.

- Good moral character
- Completion of an approved program of teacher preparation
- Passing an exam prescribed by the state board of education
- Recommendation by dean or head of teacher education at approved institution

The approved program shall include course work and clinical and field-based experiences appropriate to the desired area and grade level. The teaching validations may be approved for grade levels set forth in the state's administrative code.

Universities preparing ESOL/Bilingual Education teachers determine which course work is appropriate to meet the requirements of the state.

Twenty semester hours are required for validation in TESOL and bilingual/multicultural ed.

"Any individual employed by a chartered school or school district as . . . a teacher of English to speakers of other languages on January 1, 1987 shall be considered to have fulfilled the requirements to have a standard certificate validated for said area of assignment."

OKLAHOMA

ESL Special Endorsement

An ESL Special Endorsement may be attached to certificates for early childhood, elementary, elementary-secondary, secondary, library media specialist, speech-language pathology, or vocational-technical certificates. This endorsement is available but not required for individuals to work with LEP students.

- Course requirements - 24 semester hours to be selected from the following categories:
    - Linguistics and second language acquisition (minimum 6 semester hours)
    - Cultural history of the USA - or a specific ethnic and/or language group; processes of acculturation, and cultural pluralism (minimum 6 hours)
    - Teaching ESL, assessment and interpretation of language proficiency; and instruction of LEP students using English as a medium of instruction (minimum 9 hours)
    - Electives - Remaining semester hours may be selected from the above categories or from other related areas approved by the recommending institution.

Bilingual/Multicultural Education Special Endorsement

A Bilingual/Multicultural Education Special Endorsement may be attached to the same certificates as the ESL endorsement. It is available but not required for individuals to work with LEP students.

Those meeting the requirements for an ESL endorsement also qualify for the Bilingual/Multicultural Endorsement provided that proficiency in a second language is validated by the recommending institution. Criterion for validation may be one of the following:

- Documentation of formal schooling using a language other than English as a medium of instruction

- Language proficiency as determined under the guidance and supervision of the recommending institution.

OREGON

The state does not certify in either ESL or Bilingual Education. A September 1995 hearing is pending for a proposed ESL endorsement.

PENNSYLVANIA

Pennsylvania does not certify teachers in either ESL or bilingual education, but instead provides guidelines for LEAs to review and follow when staffing programs or courses for LEP students. These guidelines are spelled out under the state's "Certification and Staffing Policies and Guidelines."

ESL or bilingual education teachers in Pennsylvania must possess a valid state certificate as a primary qualification. These certificates must be at Level I (provisional) or Level II (permanent).

The guidelines permit the assignment of a person holding any Level I or II certificate. However, the school entity, in complying with the provisions and intent of the guidelines, is responsible for assigning a person who possesses certification appropriate to the achievement of the Planned Course Objectives.

The Pennsylvania Department of Education recommends that:

- An ESL teacher demonstrate knowledge and skill to teach ESL.
- A Bilingual Education teacher demonstrate fluency in both English and the language of the target population.
- All teachers possess an awareness and knowledge of the culture(s) of the target population.

Appropriate Certification

Appropriate Certification is required of all teachers, curriculum planners and supervisors of teachers. The Pennsylvania Department of Education considers the academic background for "appropriate certification" for ESL and bilingual education teachers to be "Special Needs." The only requirements spelled out for "Special Needs" certification are those described above: Level I or Level II Certification.

RHODE ISLAND

ESL Endorsement

An ESL Endorsement is added onto a certificate in elementary, early childhood, secondary English or foreign language education.

- Demonstration of English proficiency (either through testing or graduation from a college or university where English is the medium of instruction).

- Completion of college level study of a second language as follows: elementary and intermediate grammar and conversation and Culture and Civilization.

- 18 semester hours of course work to include:

  - Introductory English linguistics
  - Curriculum and Methods for ESL
  - Second Language Assessment and Evaluation
  - Socio-Cultural Foundations of ESL Education
  - Second Language Literacy for LEP Learners
  - 45 clock-hour practicum in an ESL program (supervised by school district or college)

ESL Endorsement for Subject Content Area Teachers

This is valid for Pre-K - 12 for special subjects teachers, valid for 7-12 for secondary certified teachers, and valid for specified grade level for special education teachers.

- Coursework

  - Curriculum and Methods for Content ESL Instruction
  - Theories of First and Second Language Acquisition
  - Socio-Cultural Foundations of ESL Education

ESL Specialist

This is valid for teachers of Pre-K-12.

Provisional Certificate

This is valid for 3 years, and is non-renewable.

- Bachelor's degree
- Completion of approved ESL teacher preparation program, or 6 semester hours ESL student teaching at both elementary and secondary levels and 24 hours in:
    - Human Growth and Development
    - Identification and Service to Special Needs Students
    - Introductory English linguistics
    - Theories of First and Second Language Acquisition
    - Curriculum and Methods for ESL
    - Second Language Assessment and Evaluation
    - Socio-Cultural Foundations of ESL Education
    - Second Language Literacy for LEP Learners
- Core Battery of NTE (unless previously certified in R.I.)

  Note: Student teaching may be waived for: Non-R.I.-certified applicant with 2 or more years ESL teaching experience, or certified teachers with 2 or more years ESL teaching experience plus 1-year ESL internship

Professional Certificate

This is valid for 5 years.

- Completion of 6 credits while provisionally certified in R.I.
- 3 years ESL teaching experience in R.I. while provisionally certified

  Note: Professional Certification may be renewed every 5 years upon completion of 9 credits and verification of continued ESL teaching.

Life Professional Certificate

This is valid for life.

- Master's in ESL + 6 years teaching ESL, 3 of which must be in RI, or Master's in any field of education + 15 semester hours graduate work in ESL as part of or beyond the master's. In addition, 6 years teaching ESL, 3 of which must be in RI

Note: Life Certificate is not valid for elementary general subject matter or secondary subject content area

Bilingual-Bicultural Endorsements

Elementary Bilingual Education

- Elementary education certificate
- Course work (9 semester hours):
    - Methods and Materials in Bilingual Elementary Education
    - Social Foundations of Bilingual-Bicultural Education
    - Current Issues in Bilingual Education
- Proficiency in language other than English and understanding of history/culture associated with target language group. Proficiency must be attested to by state-designated official.

Secondary

- Secondary education certificate
- Course work (9 semester hours)
    - Methods and Materials in Bilingual Secondary Education
    - Social Foundations of Bilingual-Bicultural Education
    - Current Issues in Bilingual Education
- Language Proficiency as described above in Elementary section

SOUTH CAROLINA

Currently South Carolina has no ESL or bilingual education certification or endorsement. Instructors of ESL typically are certified (through the "regular teacher licensing procedure") in elementary ed, reading, early childhood, English, or a foreign language. To date, the state offers three graduate courses through the University of Charleston's graduate regional studies office. These courses are offered statewide for teachers and administrators, giving priority to ESL teachers. The courses include: Introduction to Teaching K-12 ESL Students; Curriculum Development for Teaching K-12 ESL Students; and Reading and Writing Strategies for Teaching K-12 ESL Students.

An assessment/evaluation course is currently being developed. Other courses such as cross-cultural awareness, bilingual special ed, teacher-initiated research, and teacher mentoring are possibilities for future course offerings.

Informal opportunities are also available for teachers' professional development through statewide workshops, on-site school or school district workshops, teacher-led in-services, teacher-mentoring connections, monthly dinner meetings, and Carolina TESOL conferences. The focus of these sessions includes areas such as appropriate instructional strategies and grading, second language acquisition, legal and administrative guidelines, language assessment, networks for family support, cultural awareness, etc.

A Task Force plan has been initiated to propose a more formalized teacher endorsement procedure, such as an add-on endorsement in teaching ESL. An initial survey of programs in other states has been gathered. Some discussion with faculty of S.C. colleges has taken place. This year a Task Force will be formalized to begin to pull together these pieces in order to make a proposal for the State Board of Education.

SOUTH DAKOTA

The state does not endorse in either ESL or bilingual education.

TENNESSEE

Tennessee does not endorse in Bilingual Education.

ESL Endorsement

This is added onto a teacher's license in elementary education (grades 1-8) or in a subject in grades 7-12; or in an area in grades K-12.

- 20 semester hours are required, to include:
  - 6 hours in Linguistics and English Linguistics, chosen from the following courses or their equivalents:

  - Structure of English
  - General linguistics
  - English phonetics
  - Semantics
  - History of English
- 8 hours ESL Pedagogy chosen from the following or their equivalents:
  - ESL methods and techniques
  - Testing/assessment in ESL
  - Reading in ESL
  - ESL curriculum development
  - History of ESL
- 4 hours related studies chosen from the following or their equivalents:
  - Language or culture, cultural anthropology, sociolinguistics, or cross-cultural studies
  - Language development and acquisition
  - Psycholinguistics
  - Bilingualism/bidialectism
- 2 hours supervised ESL field experience or student teaching or one year of successful teaching experience in ESL in an approved school

TEXAS

ESL Endorsement

- Bachelor's degree

- Valid Texas teacher's certificate, special education certificate, or vocational education certificate which requires a college degree

- 12 semester hours which must include studies in:

  - Language acquisition and development (psycholinguistics)
  - Methods of teaching ESL
  - Descriptive/contrastive linguistics

- Evidence of successful student teaching experience in an approved ESL program, or one year of successful classroom teaching experience on a permit in an approved ESL or bilingual education program

- Passing the ESL test on the Examination for the Certification of Educators in Texas (ExCET)

Bilingual Education Endorsement

- Bachelor's degree

- Valid Texas teacher certificate, special education certificate, or vocational certificate which requires a Bachelor's degree

- Oral and written proficiency in the language of the target population as measured by Language Proficiency Interview (oral) and College Level Examination Program (CLEP) (written)

- 12 semester hours at the graduate or undergraduate level earned after the Bachelor's degree, in the following areas:

  - Language acquisition and development in childhood (psycholinguistics)
  - Teaching language arts and reading in the language of the target population
  - Teaching ESL, including reading and oral communication
  - Teaching math, science, social studies in the language of the target population

- One year successful classroom teaching experience on a permit in an approved bilingual education program

- Passing the Bilingual Education test of the Examination for the Certification of Educators in Texas (ExCET))

Alternative Certification

This is available for graduates of colleges and universities who are not graduates of teacher education programs. Candidates may earn this certification while working and observing in the public schools. Alternative certification may be granted for teaching bilingual education/ESL in grades Pre-K through 6, or for teaching ESL in grades Pre-K through 12. Alternative certification is designed to fill current and anticipated vacancies.

- Bachelor's degree with 2.5 minimum (out of 4.0) GPA, no lower than 2.5 in any course

- Basic skills in math, reading, writing, as evidenced by the state-mandated basic skills test or equivalent

- Not be a graduate of a teacher preparation program or current or previous holder of teacher's certificate

- For Pre-K through 6 bilingual education / ESL: Oral and written proficiency in English and second language for bilingual education assignments and 24 semester hours in a combination of English, math, natural science and social studies

- For Pre-K through 12 ESL: 18 semester hours of English, 6 of which must be upper division

Eligibility for Assignment as a Teacher of Record

- For Pre-K through 6 bilingual/ESL: 6 additional semester hours including linguistics, language acquisition, bilingual/ESL methodology, culture of target population

- For Pre-K through 12 ESL: 6 additional semester hours including linguistics, language acquisition, bilingual/ESL methodology, and culture of target population

Recommendation for Certification:

Applicant must satisfy requirements for "Teacher of Record" above, plus pass appropriate section of ExCET and demonstrate classroom performance which satisfies teacher appraisal requirements of state and local district.

Teaching Permits

"Special Assignment Permit" (SAP)

In cases where a certified teacher is not available to fill a vacant position, the superintendent of that district may activate a "Special Assignment Permit" (SAP) to permit an individual to teach ESL or bilingual education. The SAP is valid only for the duration of the school year in which it was activated.

- Bachelor's degree (or 90 semester hours if permit is issued on a "hardship basis")
- U.S. citizenship or permanent residency with intent to become citizen
- At least 18 years of age
- Good moral character and free of conviction for crime related directly to duties of teaching profession

UTAH

Reciprocity: A Utah Bilingual or ESL endorsement will automatically be granted to an applicant in possession of either such endorsement from another state which has a reciprocal agreement with Utah.

Credit hours: A minimum 24 quarter credit hours of course work is required for endorsement in either Bilingual education or ESL.

ESL Endorsement

- Basic and/or Standard Teaching Certificate
- English language competency, which may be demonstrated by completing an approved program in teacher education
- Awareness/sensitivity to linguistic and cultural diversity; competency in multi-ethnic curriculum and instruction. May be demonstrated by completing 6 quarter hours of course work in methods and materials for ESL classrooms.
- Understanding of philosophy and theory of ESL and second language acquisition. May be demonstrated by completing minimum 3 quarter hours of course work in foundations of ESL instruction.
- Knowledge of ESL methods and strategies related to content area instruction and materials. May be demonstrated by completing minimum 12 quarter hours of course work in strategies for teaching second language learners and integrating language acquisition and content instruction.
- Awareness/sensitivity to racial and ethnic communities and the importance of parental involvement in the education of second language learners. This requirement may be fulfilled by the following course work or experience equivalent to a minimum of 3 quarter credit hours:
    - Course work in parent and community involvement, or
    - The equivalent of one year work or volunteer full-time documented experience in parent and community involvement in bilingual programs or within language minority communities.

Bilingual Endorsement

- Basic and/or Standard Teaching Certificate
- Competency in all English skills (may be indicated by completing approved teacher education program)
- Competency in all skills in a language other than English, which may be demonstrated by:
    - For widely spoken languages such as Spanish, standardized measures such as approved governmental language tests must be used.
    - Languages for which standardized tests are not available may be tested by such services as the Interagency Roundtable Exams.
    - For Native American languages which have locally developed tribal standards for language proficiency, these standards may be used.
    - For teachers who have received more than three years of formal education in a language other than English in another country, transcripts of course work may be submitted for evaluation.
- Awareness/sensitivity to linguistic and cultural diversity; competency in multi-ethnic curriculum instruction. May be demonstrated by completing a minimum 6 quarter credit hours of coursework in methods and materials for bilingual / ESL classrooms.
- Understanding of philosophy and theory of bilingual education and second language acquisition. May be demonstrated by completing minimum 3 quarter credit hours of course work in foundations of bilingual/ESL instruction.
- Competency in bilingual and ESL methods and strategies related to content area instruction and materials. May be demonstrated by completing minimum 6 quarter hours of course work in strategies for teaching second language learners and minimum 6 quarter hours in integrating language acquisition and content instruction.
- Awareness/sensitivity to racial and ethnic communities and the importance of parental involvement in the education of second language learners. May be demonstrated by one of the following;.
    - Minimum 3 hours course work in parent and community involvement, or equivalent of one year work or volunteer full-time documented experience in parent and community involvement in bilingual programs or within language minority communities.

VERMONT

An ESL K-12 Endorsement is now under consideration. If the Fall 1995 public forum goes well, the Professional Standards Board will make any necessary changes and then submit the proposal to the State Board of Education for a more formal hearing. The proposed endorsement currently contains the following conditions:

- Holder is authorized to provide direct, collaborative and consulting services to NEP and LEP students in grades K-12.

- Candidate must demonstrate the following qualifications:

    - Linguistics/language acquisition

        - structures of English
        - application of first and second language acquisition theories across age levels and cultural groups
        - knowledge of second language acquisition

    - Linguistic/cultural diversity

        - knowledge of impact of culture on students' perceptions, learning styles, needs
        - knowledge of history and contributions of cultural groups in USA
        - ability to recognize and address prejudice in teaching materials and school environments
        - ability to involve parents in children's schooling

    - Assessment

        - knowledge of procedures for identifying, screening, monitoring progress
        - ability to select, administer, interpret assessment instruments
        - ability to work with translators/interpreters
        - ability to distinguish between developmental stages of second language acquisition and possible language or learning disorders

    - Methodology and curriculum development

        - ability to use varied approaches to teaching all skills to students with a wide variety of ages, stages of development, learning styles, backgrounds
        - knowledge of basic curriculum content and ability to integrate it with language objectives
        - ability to design and adapt materials and curriculum

        - ability to use grouping and cooperative learning,

    - Program planning, consultation, coordination

        - knowledge of federal and state requirements for ESL education
        - knowledge of history, philosophy, practice of various ESL program models
        - ability to consult with teachers on social and academic integration of students,
        - adaptation of language and content instruction and materials, and assessment of students' progress
        - ability to plan and implement collaboratively

Bilingual-Multicultural Endorsement

This is only granted to a holder of another subject area endorsement(s). A Vermont teacher's license is not valid without one or more endorsements in the appropriate area. 18 credit hours in the field of endorsement are required in order for endorsement to be granted, except in those cases requiring a Master's degree or the equivalent. The teacher preparation institution determines which course work fits the requirements of the state.

The holder of a bilingual-multicultural endorsement in Vermont is authorized to provide instruction in English and another language to LEP children, and to provide multicultural education.

- Second language proficiency - all skills

- Knowledge of special problems of bilingual-multicultural education, knowledge of history and culture of people associated with students' dominant language.

- Knowledge of linguistic differences between first and second languages

- Knowledge of language assessment and appropriate adaptation of instructional materials

- Ability to teach subject matter in students' dominant language

- Ability to develop students' appreciation for cultural diversity

- Ability to reinforce students' pride in their native culture while facilitating adaptation to adopted culture

- Ability to reinforce students' command of their first language while facilitating their acquisition of their second language

- Ability to help students develop their understanding of the contribution of their cultural group to U.S. history, culture and life style.

- Ability to identify cultural biases in existing curricula, materials, and/or teaching techniques and to modify these as appropriate

- Ability to foster the relationship between families of bilingual students and the schools

- Ability to stimulate community participation in the school program and to enhance sociocultural exchanges among all groups.

VIRGINIA

The state offers no endorsement in Bilingual Education.

ESL Endorsement

- Virginia teacher's license
- Current employment by a VA public or accredited non-public school
- At least 2 years successful full-time experience within the past 7 years in the desired area of endorsement
- Recommendation from employing VA superintendent or accredited non-public school director/principal
- Application submitted no later than Dec. 31, 1993
- 24 semester hours of course work in the following:
    - 3 hours teaching of developmental reading
    - 3 hours English linguistics - including phonology, morphology, syntax
    - 3 hours cross-cultural education
    - 6 hours modern foreign language (must be English if applicant is non-native speaker of English)
    - 6 hours electives selected from:
        - Second language acquisition
        - General linguistics
        - Applied linguistics
        - Psycholinguistics
        - Sociolinguistics
        - ESL assessment
        - ESL curriculum development, including cross-cultural communication
    - 3 hours methods for teaching ESL

WASHINGTON STATE

ESL Endorsement

- Regular teaching certificate
- 24 quarter hours of study in ESL, to include:
  - Structure or acquisition of language
  - Culture and learning for the ESL student
  - Instructional methods in language arts for the ESL student
  - Instructional methods in reading for the ESL student
  - Instructional methods in English as a Second Language

Bilingual Education Endorsement

- Regular teaching certificate
- 24 quarter hours of study in bilingual education, to include:
  - Linguistics
  - Instructional methods in ESL
  - History and/or theories of bilingual education
  - Instructional methods in bilingual education

WEST VIRGINIA

The state does not endorse in either ESL or Bilingual Education.

WISCONSIN

License in English as a Second Language

This is issued to an applicant who has completed an Approved Program and who has the endorsement of the institution where that Program was completed. The state specifies "teacher education approval rules" for licensure in ESL.

- English language skills
  - Understanding standard American English as spoken by a native speaker at a normal speed
  - Command of vocabulary, phonology, syntax adequate for conversations with native speakers
  - Proficient reading comprehension
  - Writing at a native speaker level of clarity and correctness
- Language analysis
  - Analysis of phonology, morphology and syntax of English and comparing/contrasting English and another language
  - Using knowledge of applied linguistics in studying ESL
  - Applying knowledge of sociocultural variables in language use and learning to the teaching of ESL
- Teaching ESL
  - Developing students' knowledge of structure; functional applications of grammar
  - Developing students' skills in conversation, reading, writing
  - Evaluating materials, procedures, curricula
  - Assessment of proficiency and progress
- Knowledge of culture
  - Understanding of U.S. geography, history, customs, literature, art, and music, and of at least one linguistic minority culture
  - Understanding culturally determined lifestyles and learning styles and their effect on second language learning
- Study of another language
  - Knowledge of structure of the language
  - Understanding of relationship between the language and the culture it reflects

License in Bilingual/Bicultural Education

Requirements for this license include possession of a regular license in subjects or grades to be taught in the bilingual teaching assignment. Proficiency in English and in the target language also is required. Additionally, an Approved Program of at least 24 semester hours must be completed. The following course work is required:

- Minimum 9 hours of cultural and cross-cultural studies
- Minimum 12 hours in the following:
    - Foundations of bilingual/bicultural education
    - Theory and methodology of teaching the bilingual/bicultural pupil
    - Student teaching
- Minimum 3 hours in language study contrasting phonology, morphology, and syntax of target language with those of English.

The state specifies "teacher education program approval rules" for licensure in bilingual and bicultural education:

- The program shall develop the ability to provide instruction in English and in the language of the target population with fluency, accuracy, good pronunciation and intonation.
- The program shall develop the ability to provide all basic subject matter content instruction in both English and language of target population (elementary and middle level teachers).
- The program shall develop the ability to provide instruction in field of specialization, in both English and language of target population (middle, middle/secondary, secondary teachers).
- The program shall develop understanding of formal, structural and sound differences between English and language of the target population and ability to apply that understanding to teaching in the bilingual program.
- The program shall require study of the implications of differences in dialect across cultural and social levels.
- The program shall require study of sociology and linguistics to develop understanding of the differences between language systems and to develop the ability to apply this understanding to bilingual teaching.

- The program shall require study of the history and culture of both the target population and the United States.

- The program shall develop the ability to adapt materials to the needs of the bilingual program.

- The program shall develop the ability to relate to pupils, parents, and others within the target cultural group.

WYOMING

Wyoming specifies standards for ESL and bilingual education preparation programs. It is left to the teacher preparation institutions to determine the appropriate course work.

ESL, K-12

These programs must require knowledge of:

- Linguistics, including phonology, morphology, syntax of English
- English language proficiency - all skills
- Effect of cognitive, affective, socio-cultural variables on language learning
- Language assessment/evaluation
- Teaching English as a Second Language
- Interacting within diverse communities of students, parents
- Structural differences between English and the second language
- Multicultural factors related to language and dialect across regions, ethnics groups, and socio-economic levels
- Language development and acquisition
- Cross-cultural classroom management

Bilingual Education, K-12

These programs must require knowledge of:

- English and the second language, all skills
- History and cultures of target and related populations
- History, philosophy, legal basis for bilingual education
- Bilingual, multicultural program models
- Teaching reading, writing skills, subject matter in English and the second language

- Intercultural interaction (students, parents)
- Structural differences between English and the second language
- Similarities and differences in both language and dialect across regions, ethnics groups and social levels
- Language assessment/evaluation
- Language development and acquisition
- Cross-cultural classroom management
- Working with content-area teachers to design, deliver and evaluate instructional content

SIAC

Special Issues Analysis Center

Inclusion of Limited English Proficient Students In State Performance Standards and Assessments

Task Order D210

September 29, 1995

Development Associates, Inc.

Research, Evaluation, and Survey Services Division

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Glossary of Terms

Accommodation: modification of student assessments or assessment procedures, e.g., use of bilingual dictionaries, extra response time, translations services, etc.

ACT: ACT Assessment (The American College Testing Program)

Alternative assessment: assessment "...based on activities that represent actual progress toward instructional goals and reflect tasks typical of classrooms and real-life settings .." (p. 4, Valdez Pierce & O'Malley, 1992)

CAT: California Achievement Test (CTB Macmillan/McGraw-Hill)

Content standards: "...broad descriptions of the knowledge and skills students should achieve in a particular academic subject area." (p. 3, U.S. Department of Education, 1994)

CTBS: Comprehensive Test of Basic Skills (CTB/McGraw-Hill)

Criterion-referenced test: a test used to measure "...an individual's status with respect to ... a defined set of criterion behaviors..." (p. 27, Popham, 1990)

Deferment, exemption: exclusion from statewide testing programs

IEP: Individualized Education Plan or Program

ITBS: Iowa Test of Basic Skills (The Riverside Publishing Co.)

LAS: Language Assessment Scales (CTB Macmilliam/McGraw-Hill)

LEA: Local Educational Agency

Limited English proficient (LEP) students: individuals not born in the U.S. or whose native language is not English, and individuals who come from non-English speaking households whose skills in English are so limited that they derive little benefit from regular school instruction (from Title VII legislation)

Norm-referenced test: a test used to measure "... an individual's status with respect to the performance of other individuals on that test." (p. 26, Popham, 1990)

Opportunity-to-learn standards: "...the criteria for, and the basis of, assessing the sufficiency or quality of the resources, practices, and conditions necessary at each level of the education system to provide all students with an opportunity to learn the material in the State content standards and to meet the State student performance standards." (p. 3, U.S. Department of Education, 1994)

Performance-based assessment: procedures used to measure "...achievement-related behaviors exhibited by the student..." and "...achievement-related products that students develop..." (p. 6, Valdez Pierce & O'Malley, 1992)

Performance standards: "...concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that they are proficient in the knowledge and skills framed by the content standards." (p. 3, U.S. Department of Education, 1994)

Portfolio assessment: "...the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities ..." (p. 5, Valdez Pierce & O'Malley, 1992)

SAT: Stanford Achievement Test (The Psychological Corporation, Harcourt Brace Jovanovich, Inc.)

SEA: State Educational Agency

Standardized tests: tests "...with standardized instructions for administration, use, scoring, and interpretation, with standard printed forms and content, often with standardized statistical properties, which have been validated on a large sample of a defined population." (p. 335, Scriven, 1991)

I. INTRODUCTION

A. Purpose of the Report

The purpose of this report is to present information on the status of state efforts toward the development of statewide student performance standards and assessment systems, and the extent to which limited English proficient (LEP) students have been included in these state systems. The information has been compiled and organized around several areas of inquiry, as follows:

1. (a) What is the status of statewide student performance standards? To what extent are states currently developing or restructuring standards? In which content areas? For which grade levels?

   (b) What is the status of statewide student assessment procedures for measuring the extent to which the standards are being met? To what extent are states currently developing or restructuring assessment measures? In which content areas? For which grade levels?

2. How have LEP students been included/excluded in state performance standards and assessment measures? How does this compare across states? To what extent have other special needs groups been included/excluded as compared to LEP students?

3. What provisions have been made concerning the English language proficiency of non-native English speakers in state performance and assessment measures?

4. What factors have influenced the development of state performance standards? To what extent has development of these standards been influenced by other state education reform activities?

The remainder of this introductory chapter includes a brief discussion of Goals 2000, a review of selected literature on policies and practices regarding educational standards and assessments, and a summary of the data collection methods used for this report.

Chapter II contains descriptions of trends in state performance standards and assessment procedures as well as a matrix which summarizes this information on a state-by-state basis. Chapter III contains a discussion of factors influencing planning and development efforts, and challenges facing the states. The Appendix provides detailed descriptions of efforts in each of the states to develop performance standards and assessments, and how they incorporate LEP students.

B. State Standards and Assessments

The Goals 2000: Educate America Act, which allocates grants to state educational agencies (SEAs) to develop and implement comprehensive plans for improvements in education, has played an important role in the states' continuing reform efforts. Each state which receives funds under Goals 2000 is required to adopt or develop high-quality content and student performance standards. These standards are expected to be the same for all students, regardless of previous education, income, native language or other characteristics. States are also required to hold students accountable to the standards that are developed, that is, to implement appropriate, nondiscriminatory assessment measures.

A review of the literature, including the Goals 2000 legislation, indicates a broad consensus among researchers and policymakers that an effective system of standards and assessments requires:

- challenge, and
- accountability.

Challenge

The adoption of challenging or world-class standards is a key state requirement under the Goals 2000 Act. The Council of Chief State School Officers (1995) reported that 47 of the 50 states are in the process of either developing or implementing statewide content and/or student performance standards. A study by the American Federation of Teachers (1995) suggests, however, that state progress toward high-quality academic standards is limited. Their general findings (based on a survey of all 50 states) are that, while states express a strong commitment to setting high-quality standards for education, few have actually set standards that were sufficiently rigorous. Moreover, the findings of the AFT indicate that many of the standards that have been developed are not clear or specific enough to implement successfully.

In their recommendations, the AFT (1995) proposes multiple standards, that is, standards that reflect individual characteristics and needs. They propose, as one example, setting three levels of standards (proficient, advanced, expert) such as those used by the National Assessment of Educational Progress. As a second example, they suggest a common standard for high school graduation but a separate standard for college-bound students.

Accountability

Equally important for effective education is a clearly defined system of accountability, including appropriate assessment measures and procedures. The American Federation of Teachers (1995) recommends that standards be made to "count" for students. They suggest, for example, that standards should be used as the basis for student grade promotion and graduation. In addition, special recognition and scholarships can be given to high achievers. Among the states surveyed by the AFT, however, only 14 require students to pass even minimum competency exams in order to graduate from high school. And only seven require students to meet their 10th, 11th or 12th grade standards to graduate.

C. Inclusion of Limited English Proficient Students

In establishing educational standards and assessment measures, states must ensure that all students have an opportunity to participate and to achieve. In the past, special needs students have not been well-served by the educational systems. Students with learning disabilities, students from low-income homes, minority students and students whose first language is not English have typically received low-quality instruction, that is, instruction focused on basic skills and with high expectations of failure (e.g., August et al., 1994; Gonzales, 1993). At the same time, the proportion of students who are "special" or diverse continues to increase. For example, estimates from two descriptive studies of LEP student services (Fleischman & Hopstock, 1993; Young et al., 1984) indicate that the number of LEP students enrolled in public schools increased by approximately one million between 1983 and 1991. Moreover, the proportion of LEP students from low-income families is more than double the national average (reported by Porter, 1995). Thus, it is even more important to develop inclusive policies for these students.

For LEP students, ensuring equal opportunity may mean that students are taught in their native language and assessment instruments are administered in that language. This is one of the recommendations noted in a discussion paper from Stanford University regarding the inclusion of LEP students in Goals 2000 (August et al., 1994). They suggest that while LEP students should be held to the same standards as the mainstream, additional content and performance standards should be developed that address the unique characteristics of these students. The paper further suggests that assessment measures used for LEP students must be tailored to their needs but also "equivalent in content and rigor to those used to measure the progress of fluent English speakers" (p.iii, August et al., 1994). The notion here is that standards and assessments for LEP students do not have to be necessarily the same as those for native English speakers, as long as they are not inferior.

Other research regarding standards for LEP students (Dolson, 1994; O'Malley & Valdez Pierce, 1994; Gonzales, 1993) emphasizes the importance of appropriate and consistent identification as a first step toward statewide accountability. States where effective identification of LEP students is not achieved cannot know to what extent education reform is needed. Moreover, LEP students who are not properly identified are either not served at all or receive inadequate instructional services.

Based on a survey of 34 state educational agencies in the eastern United States, O'Malley & Valdez Pierce (1994) found wide variation in state policies for identification and placement of LEP students. Although many of the states provided recommendations, fewer than one-third of the states surveyed actually mandated a particular assessment procedure or set of procedures; for this reason, the assessment practices of local school districts were often considerably different. Similarly, Fleischman & Hopstock (1993) reported that the methods used to identify, place and reclassify LEP students varied across school districts.

The states surveyed by O'Malley and Valdez Pierce (1994) also reported a number of different policies and practices regarding the inclusion of LEP students in statewide testing. Although states typically require all students to participate, many of the states surveyed allowed students to be temporarily exempted from statewide testing based on either length of time in the school district, enrollment in bilingual/ESL programs or level of English language proficiency. The authors argue that when LEP students are excluded from statewide testing, there are often negative consequences in terms of program development, staffing and funding decisions.

Testing is also central to the issue of accountability, which requires that measures used to assess progress adequately reflect student learning. Standardized tests are commonly perceived to be the best indicator of accountability. However, according to Zehler et. al. (1994), such tests tend to focus on lower order cognitive skills and to motivate teachers to "teach to the test." The use of standardized tests creates special problems for English language learners who may not understand the vocabulary or the cultural context, or may not be able to complete the test in the allotted time period.

August et al. (1994), O'Malley and Valdez Pierce (1994) and Gonzales (1993) advocate the use of modified or alternative assessment measures and procedures for students whose home language is not English. An alternative measure may be the same or similar test in the student's native language. One of the provisional guidelines for LEP students in California public schools (Dolson, 1994), for example, is the development and use of appropriate bilingual assessment instruments and procedures. A number of other states recommend providing at least the test instructions in the student's native language (O'Malley and Valdez Pierce, 1994).

Alternative measures also refer to non-standard or informal instruments. Informal measures such as writing samples, journal entries, reading logs, and oral interview ratings are judged to be more authentic than the typical multiple choice test. Such measures target higher order cognitive skills within meaningful, real-life contexts (Zehler et al., 1994).

After examining instruments and practices commonly used to assess LEP students, Zehler et al. (1994) suggest that all of these types of assessment can be useful for some purposes. A test used for identification or initial placement in a program is necessarily very different from a test used for diagnosing particular areas of student progress. To address the need for multiple measures of student performance, some states have begun to use portfolio assessment (Valdez Pierce & O'Malley, 1992). Portfolio assessment, which combines standard and nonstandard measures of a student's work, has been shown to be useful in providing a complete picture of a student's relative strengths and weaknesses (e.g., Zehler et al., 1994; Navarrete et al., 1990).

D. Methodology

Data were collected from staff members of the 51 SEAs. A letter was sent to each SEA requesting copies of documents which describe statewide student performance and assessment systems, and how LEP students are included within and/or excluded from these systems. Semi-structured telephone interviews were then held with SEA staff members to clarify and fill in gaps in the information received. Also discussed were issues concerning pending or planned changes in state standards and assessment procedures, factors influencing the development of these systems, and challenges facing states in general and in accommodating their LEP student population within these systems.

Due to time requirements for carrying out the research, a formal survey of the states, which would have required clearance from the Office of Management and Budget (OMB), was not conducted. Instead, data from two recently published surveys concerning the status of statewide standards and assessment systems were used to confirm and supplement the information collected directly from SEA staff. The first of these surveys was conducted by the American Federation of Teachers (AFT, 1995), and the second by the Council of Chief State School Officers (CCSSO, 1995).

In the AFT survey, state officials were asked to provide information regarding their efforts to boost academic standards. Information was also obtained through a review of state standards and curriculum documents. These data were evaluated in terms of five criteria established by the AFT, i.e., does the state now have or is it in the process of developing: (1) standards based in the core academic subjects; (2) standards specific enough to establish a common core curriculum; (3) student assessments aligned to the standards; (4) requirements for students to meet the standards to graduate; and (5) standards benchmarked to world class levels?

The CCSSO survey was carried out to revise information previously published in State Baselines for Goals 2000 Implementation (CCSSO, 1994) regarding initial state progress toward systemic improvements in education. To update the 1994 baseline data, states were asked to report on the status of their efforts in relation to the following criteria: content standards, student performance standards, opportunity-to-learn standards, student assessments, the role of teachers in school governance and decision making, professional preparation, state technology plan, SEA reorganization, bottom up community involvement, and collaboration/integration of services.

II. GENERAL TRENDS

This chapter begins by discussing the general trends across states with respect to student performance standards and state assessment procedures. Following that, the status of LEP students within these standards and assessments is discussed. At the end of the chapter, a matrix showing state-by-state summaries of performance standards and assessment procedures is presented.

A. Performance Standards

Of the 51 State Education Agencies (50 states and the District of Columbia), about one-quarter (12) reported that their performance standards are established and not presently undergoing any change or revision. Some of these states, such as Illinois, Indiana and Texas, have relatively comprehensive and well-established performance standards, while others (e.g., North Carolina, North Dakota, South Carolina and Tennessee) have more limited versions. A little over half (28) of the states reported that all or some of their statewide performance standards are currently under development or review. Some of these states are developing performance standards for the first time, and others are revising and up-grading previously existing standards.

The remaining states (11) reported that they currently have no state performance standards in place. Of these, Arizona, Minnesota, Mississippi, Montana and Wyoming reported that they leave the development and implementation of such standards to the local districts. South Dakota has voluntary state content/performance standards, but districts may choose to develop their own. California and Massachusetts reported that development of their standards is pending, as they are working to develop new state assessments first. Finally, Alabama, Colorado, and Nebraska reported recent legislation that would require future development of performance standards.

Aside from being at varying stages in the developmental process, states also differ in the content areas and levels for which they have or are developing performance standards. For example, some states are concentrating their developmental efforts in all or some of four basic subject areas: English/language arts, mathematics, science, and social studies. Florida, Kansas, Louisiana, Michigan, New Hampshire, West Virginia and Wisconsin fall into this category. Others, including Alaska, Hawaii, Idaho, New Jersey, New York, and Ohio, have extended their lists to include additional content areas such as foreign languages, health, physical education, computer science, vocational/technical education, business, school-to-work, music, and fine arts.

In most states, the development of performance standards involves creating descriptive summaries of what students should know and be able to do at a given grade level. Some states, including Illinois, Indiana, Kansas, and Maryland, base these descriptions on scores on state assessments. Others, such as Maine and Kentucky, call for more performance-based measures of the standards, such as portfolios of student work and activity-oriented performance tasks. It must be noted that some states consider their performance standards to be synonymous with the state content standards and/or curriculum frameworks, because these documents speak specifically to what students should be taught, and therefore what they should learn and be able to do. Hawaii, Mississippi, and South Dakota are among the states in this category.

B. Assessment Procedures

Assessment procedures vary from state to state. Roughly half of the states use a standardized, nationally norm-referenced test (i.e., the ITBS, SAT, or CTBS) as part of their statewide assessment system. Others, such as Indiana, Massachusetts, Missouri, Rhode Island, South Carolina, Tennessee, Vermont and Virginia, use state norm-referenced tests in place of the national ones. A sizeable remainder do not include a norm-referenced test as part of their assessment system, relying instead on other measures, such as criterion-referenced and/or performance-based assessments. This group includes states such as Kansas, Kentucky, Maine, Minnesota, New Hampshire, New York, North Dakota, Pennsylvania, Washington and Wisconsin.

Most states administer a state-developed criterion-referenced assessment in addition to or in place of a norm-referenced test. These tests differ in terms of the content areas and grade levels assessed. Some states use criterion-referenced tests to assess basic competencies at regular intervals during a student's educational career (i.e., Connecticut, Kansas, Louisiana, Oklahoma, and South Dakota). Others, such as Alabama, Georgia, Mississippi, New York, North Carolina, Ohio and Virginia, also use criterion-referenced exams as gatekeeping mechanisms for high school graduation and/or for grade promotion. Many states also administer some sort of direct writing assessment.

Some states (i.e., Georgia, Illinois, and Maryland) do not report test scores for individual students; instead they report results at the school level. This is usually done as part of a school accreditation program under which schools and districts are rated according to their overall performance, one factor being the performance of their students on the state assessment.

Finally, some states do not have any statewide assessment, leaving all such decisions to the local districts. This group includes Iowa, Nebraska, and Wyoming. Utah has a voluntary state assessment system, and although districts have the option of developing their own assessments, all of them report using the state test.

Among the states developing new assessments, a general trend seems to be towards more performance-based testing, that is, a shift away from traditional forms of multiple choice standardized testing to more open-ended response and performance-based test items. Again, states are in various stages of the developmental process. Some of the states are just now taking the first steps towards this new type of assessment (i.e., Arkansas, Delaware, Massachusetts, Missouri, and Vermont), while other states are closer to full implementation (Kentucky and Maine).

Interestingly, some of the states that had already developed and implemented completely performance-based assessment systems are now revising those systems to include more of the traditional measures. This is the case in California and Arizona. The revisions are primarily a result of pressure from stakeholders - parents, teachers, community members, etc. - who thought that performance-based tests were not reliable or valid because the test items and the scoring procedures were too subjective and vague. People felt that performance-based testing did not allow for schools and districts to be held accountable for the performance of their students. This topic will be explored in greater detail in Chapter III of this report.

C. LEP Students and Other Special Needs Populations

LEP Students. Most states make some mention of LEP students in their documents on assessment procedures. Some, such as Arizona, Illinois, and New York, also address LEP students in their state performance standards, although this is less common. There are only a few states that make no mention of LEP students in their state documents or were unable to provide any information at the time of this study (Colorado, Iowa, North Dakota, Oregon, South Dakota, Washington State and the District of Columbia).

A majority of the references to LEP students are found in states' policies on exemption, exclusion, and accommodation, that is, the established rules on whom shall be exempted from participation in the state assessment system, under what conditions, for what length of time, and what (if anything) shall be done for those LEP students who take the assessments.

A common state policy is to allow the exemption of LEP students from statewide testing for up to three years following their arrival in U.S. schools, depending on their levels of English language proficiency. Approximately one fifth of the states maintain this general provision, including Alaska, Arizona, Connecticut, Illinois, Massachusetts, Oklahoma, Pennsylvania, Texas and Virginia. Other states, such as Hawaii, Kentucky, and Louisiana, allow exemption for one or two years. Further, some states, including Alabama, Idaho, Indiana, Kansas, Mississippi, Montana, Nevada, North Carolina, and Tennessee, make no specific provisions for the exact length of the exemption period for LEP students, basing exemption status solely on the English language proficiency of the students.

The English proficiency of LEP students is measured in a variety of ways by the different states, but most use a combination of informal and formal methods. For example, Indiana uses informal student interviews combined with a review of their past educational experience and performance, as well as a formal assessment of reading and writing ability in English. Like other states, Indiana also suggests the consideration of student work, classroom observations, and teacher and/or parent recommendations when determining a LEP student's readiness to participate in the statewide tests.

In terms of the actual assessment of the academic performance of LEP students, there appear to be two general approaches. The first is to exempt the students from all state assessments until an appropriate level of English proficiency is attained. Nearly all of the states follow this pattern to some degree. Many of them have established provisions for the use of alternative methods of assessment during the exemption period. For instance, Alaska administers locally-developed native language tests to LEP students exempted from the state tests. Similarly, Connecticut, Delaware, Florida, Hawaii, Indiana, Louisiana, Minnesota, New Jersey, New Mexico, Tennessee are among the states that encourage the use of various alternative methods to gather information regarding the academic performance of LEP students. Aside from or in addition to native-language and other specially-developed tests, these methods can include portfolios of student work, performance-based activities, teacher observations, student interviews, and other informal measures. Finally, some states do not specifically mention any type of alternative interim assessment(s) to be used during the exemption period, leaving all such decisions to the discretion of the local districts. This is the case in such states as Mississippi, Missouri, Nebraska, West Virginia, and Wyoming.

The second general approach to the assessment of LEP students involves accommodations and/or modifications which enable these students to participate in the statewide testing program. It must be recognized that the two approaches (exemption and accommodation) are not mutually exclusive, as a number of states allow the exemption of LEP students from the state tests, make provisions for alternative assessment, and also offer accommodations on the state tests. These accommodations often involve the use of English/native language dictionaries, extra response time, small group settings, use of simplified language for the test instructions, etc. Some of the states that offer such accommodations include Louisiana, Maine, Maryland, Michigan, Minnesota, New Hampshire, Ohio, Pennsylvania, Vermont and Wisconsin. Kentucky's testing system is based on portfolios and performance-based assessments, such that LEP students can often participate without extensive accommodations.

A few states have developed more precise means of incorporating LEP students in their state assessments by developing native language versions of the state tests. Arizona has developed Spanish language and mediated versions of its state criterion-referenced test, and Texas and Massachusetts are in the process of developing Spanish language versions of their state assessments. California has proposed the development of Spanish language tests. New York has a well-established and extensive system of tests in languages other than English, some of them offered in as many as 29 languages. Illinois is currently developing rubrics attached to the state assessment program which will allow students to be tested in their native language and/or through alternative means, and yet still measure their performance against state standards. Florida, New Jersey, and Utah also provide extensive provisions for the assessment of LEP students, and maintain that such assessment shall be aligned with the general standards set for all students, but decisions regarding the nature and implementation of tests for LEP students are delegated to the local level.

It is important to note that even if LEP students are assessed, whether through alternative measures or with accommodations on state assessments, data are not necessarily collected or reported at the state level. Some states simply do not report the scores of LEP students who take the state tests (Kansas, Georgia, and Missouri, for example), and others disaggregate the scores of LEP students on state assessments and report them separately

(Connecticut, Maine, and Mississippi). The remainder tend to identify the scores as belonging to LEP students, and report the test scores along with those of the rest of the general population. Due to the diversity of the methods and the results, there is rarely any data collection or reporting for LEP students assessed through alternative means, such as classroom-based measures, teacher observations, portfolios, etc.

Although only a few states mention LEP students in their documents on performance standards, many states require performance standards as part of a state-mandated bilingual education or ESL (English as a Second Language) program. Hence, standards are established as part of a special instructional program geared specifically towards the needs of non-native speakers of English, rather than as part of the general state policy. An examination of the standards and assessments linked to bilingual education and ESL programs was beyond the scope of this report, which has focused on statewide trends in performance standards.

Other Special Needs Populations. State policies on exemption, exclusion and accommodation also target other special needs populations, such as special education students and students with disabilities.

Decisions regarding special education students are usually made by a district's Individualized Educational Program (IEP) team, on a case-by-case basis. Special education students are exempted if assessment is deemed inappropriate, or provided with accommodations consistent with those received during their regular programs of instruction.

Students with disabilities are also exempted or accommodated on a case-by-case basis. Most states make efforts to accommodate these students to the fullest extent possible, providing modifications and accommodations consistent with those received during the students' regular instructional programs. Many states make their testing materials available in large print and braille; other common accommodations include alternative settings and scheduling, dictation/recording devices, translators, and other assistive aides.

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The following pages contain a matrix of state-by-state summaries of state performance standards and assessment procedures, and the provisions made for LEP students within these systems. More detailed profiles may be found in the Appendix.

State-by-State Summaries of Performance Standards and Assessments Procedures

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Alabama	None currently. Proposed legislation would require development of performance standards in English, social studies, science, math, arts, foreign languages	• SAT & Otis-Lennon School Ability Test (NRT): grades 3-11 • Alabama Basic Competency Test (CRT): reading, math, language arts - grade 9 • High School Basic Skills Exit Exam (CRT): reading, math, language arts - grade 11 • WA: grades 5-7 • End-of-course tests: Algebra I, Geometry • UD: End-of-course tests in science & history; WA in grades 3 & 10	May be exempted depending on committee evaluation of English language proficiency. LEP students are required to pass 11th grade Exit Exam to receive a diploma. LEP students may not use dictionaries or translators, or receive any accommodations not offered to all students.
Alaska	Math, science, English history, geography, foreign languages, computer science, citizenship	• NRT: language arts, math, reading - grades 4, 8, 11. • WA: grade • UD: New assessments aligned with state content standards	May be exempted if in U.S. schools for 3 years or less. Locally developed native-language tests are used during the exemption period—tests are aligned with state performance standards.
Arizona	None statewide. Local performance standards linked to local assessments.	• ITBS (NRT): language arts, math, reading - grades 4, 7, 10 • Arizona Student Achievement Program (PBA, CRT): math, reading, writing - grades 4, 8, 10. (Note: This assessment is currently suspended for revision.)	May be exempted from ITBS if in U.S. schools for 3 years or less. Spanish language & mediated versions of the ASAP are available. All students must take some form of the ASAP.
Arkansas	UD: math, language arts, reading, science, social studies, foreign languages	• SAT-8 (NRT): language arts, math, reading - grades 5, 7, 10 • WA: grades 5, 9, 11 • UD: CRT in English, language arts, reading, writing, math - grades 4, 8; graduation exam in grades 11-12.	May be exempted from SAT-8 with parental consent written in native language.
California	None currently in use. New performance standards will be established upon adoptation of new state assessments.	None currently in use. New state assessment system being reviewed by legislature.	State has proposed development of native language assessments in language proficiency and content areas.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Colorado	None currently.	Legislation mandates that the Colorado Board of Education adopt state assessments aligned with the state content standards on or before June 1, 1996. Currently, there are no state assessments.	NA
Connecticut	Being reviewed: math, science, reading, writing, social studies, tech. prep. UD: Apprenticeship	• Connecticut Mastery Test (CRT): language arts, math, reading, writing - grades 4, 6, 8 • Connecticut Academic Proficiency Test (CRT): language arts, science, math, interdisciplinary - grade 10.	May be exempted if in U.S. schools for 3 years or less. LEP students given alternative Spanish language assessment as part of the bilingual ed./ESL program evaluation system.
Delaware	State performance standards are being developed along with a new assessment system.	• WA: grades 5, 8, 10 • UD: Comprehensive Assessment System (CRT, PBA) in English, language arts, math, science social studies	Research is being done on issues of inclusion for the new state assessment system. In the interim, local districts are required to provide some sort of alternative assessment for LEP students.
District of Columbia	UD: English, math, science, social studies	• Comprehensive Test of Basic Skills - math, science	
Florida	UD: English, science, math, social studies	• NRT - grades 4, 8 • Grade Ten Assessment Test (CRT): math, reading - grade 10 • High School Competency Test (CRT): reading, writing, math - grade 11 • WA: grades 4, 8, 10	Decisions regarding assessment of LEP students are left to the local districts. Many review documentation of prior academic performance, use teacher-made evaluations, student interviews and other informal assessments.
Georgia	Being reviewed: math, science, health, English, social studies	• ITBS (NRT): English, language arts, math, science, social studies - grades 3, 5, 8, 11 • Curriculum-Based Assessments (CRT, PBA): English, language arts, math, science, social studies - grades 3, 5, 8 • Georgia High School Graduation Test (CRT): English, math, writing, social studies, science - grade 11 • WA: grades 3, 5, 8	LEP students usually participate in state testing, although they may be exempt in certain cases. Scores of LEP students are not included in statewide testing results.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Hawaii	"Student Content & Performance Standards" in math, science, health, English, social studies, foreign languages, P.E., music, visual arts	• SAT (NRT): grades 3, 6, 8, 10 • Hawaii State Test of Essential Competencies (CRT): grades 10-12 • WA: grades 3, 6, 8, 10	May be exempted if in U.S. schools for 1 year or less, or if teacher observations indicate that assessment is inappropriate. Alternative assessments are used during exemptions period, i.e., portfolios, dialogue journals, observations, dictations, etc.
Idaho	UD: math, language arts, science, social studies, health, P.E., fine arts, foreign languages, humanities, vocational-technical education	• ITBS (NRT): grades 4, 8, 11 • WA: grades 4, 8, 11 • Math Assessment-voluntary (CRT): grades 4, 8	LEP students are allowed to take the test depending on the amount of time spent in "regular" instructional classes (vs. ESL pull-outs). Accommodations for LEP students are the same as accommodations for all students, as specified by ITBS testing guidelines.
Illinois	Math, science, health, reading writing, social studies, arts, P.E.	• SAT (NRT): language arts, math, science, social studies • Illinois Goals Assessment Program (CRT): reading, math, writing - grades 3, 6, 8, 10; science, social studies - grades 4, 7, 11 • WA: grades 3, 6, 8, 10	May be exempted if in U.S. schools for 3 school years or less. Districts are required to provide some type of alternative achievement test during exemption period (may include tests in the native language). Descriptive standards & rubrics are being developed which will apply to all students, whether they take the IGAP or an alternative assessment.
Indiana	Math, English, language arts, science, social studies	• Indiana Statewide Testing for Educational Progress (NRT, CRT): English, language arts, math - grades 2, 3, 6, 8, 9 • UD: math & science components for the ISTEP (Note: the ISTEP is currently being modified to include CRT items.)	May be exempted until an appropriate level of English language proficiency is reached (no time limit). State provides guidelines for alternative assessment of language proficiency, literacy skills & content knowledge (through interviews, observation & other data collection.) No time extensions, dictionaries or translation permitted.
Iowa	Math, science, history, geography	None statewide. All assessment is conducted at the local level.	None specified.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Kansas	Math, reading, writing UD: science, social studies	• State assessments (CRT): math - grades 4, 7, 10; reading - grades 3, 7, 10; science, social studies - grades 5, 8, 11 • WA: grades 5, 8, 10 (given alternate years with the science/social studies tests)	Non-English proficient students are exempt upon documentation of their English language proficiency. LEP students are exempt until they receive a 3 or 4 on the Language Assessment Scales (LAS) and their teacher recommends that they be tested. No accommodations (extra time, dictionaries, etc.) are offered. Scores of LEP students are not included in testing results.
Kentucky	Math, science, reading, writing, social studies, school-to-work, tech. prep. UD: arts	• Kentucky Instructional Results Information System: - CRT (open-response items): math, reading, science, social studies, writing - grades 4, 8, 12 - PBA (performance events): math, science, social studies - grades 4, 8, 11 - PA: math - grades 5, 8, 12; writing - grades 4, 8, 12	May be exempted once from all exams if in U.S. schools for 2 years or less, but should be included in portfolio assessments & performance events if possible. Local school districts are required to evaluate "continuous progress" of all students, including LEP students.
Louisiana	UD: math, science, English/ language arts, social studies	• CAT/5 (NRT): grades 4, 6 • Louisiana Educational Assessment Program (CRT): math, language arts - grades 3, 5, 7 • Graduation Exit Exam (CRT): math, language arts, writing - grade 10; science, social studies - grade 11 • WA: grade 7	May be exempted if in U.S. schools for 2 years or less. Accommodations include use of word-translation & definition dictionaries (depending on the test section), small group settings with an ESL-certified teacher as test administrator, repetition of test items and extra response time. State has developed curriculum guides for teachers of LEP students which promote content mastery & English language skills.
Maine	UD: math, science, English, language arts, social studies, school-to-work	• Maine Educational Assessment (PBA): reading, writing, math, science, social studies, humanities - grades 4, 8, 11 • WA: grades 4, 8, 11	The assessment is designed to incorporate as many students as possible - there are few exemptions. LEP scores are dissaggregated & reported separately. Law states that any appropriate accommodation which allows a student to participate on state assessment will be considered (translators, dictionaries, etc.).

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Maryland	Being reviewed: math, science, reading, writing, language arts, social studies	• CTBS/4 (NRT): grades 3, 5, 8 • Maryland School Performance Assessment Program (CRT, PBA): reading, math, writing/language arts, science, social studies - grades 3, 5, 8 • Maryland Functional Testing Program (CRT): reading, writing, math, citizenship - grade 7 • UD: New high school graduation exam	May be exempted once from all or part of MSPAP and MFTP if not sufficiently proficient in English. May be exempted from CTBS/4 indefinitely. On the MSPAP, LEP students may have small group settings, time extensions & interpreters.
Massachusetts	None currently. The state plans to develop performance standards based on the new curriculum frameworks in math, science, English, social studies, world languages, health, fine arts.	• Massachusetts Educational Assessment Program (NRT, CRT, PBA): English language arts, math, science, social studies, writings - grades 4, 8, 10. (Note: this assessment program is in its final year of implementation.) • UD: New tests which will be aligned with the curriculum frameworks. Also, a high school graduation exam.	May be exempted if in U.S. schools for 3 years or less. The state is considering development of Spanish-language versions of the new assessment program. The state is also considering other methods, such as portfolio assessment and translators, allowing LEP students to respond in their native language (for speakers of languages other than Spanish.)
Michigan	UD: English language arts, math, science, social studies	• Michigan Educational Assessment Program (CRT): math, reading - grades 4, 7; science - grades 5, 8 • UD: High School Proficiency Tests (CRT): English language arts, math, science - grade 11	May be exempted depending on teacher recommendation, length of time spent in U.S. schools, and parental consent. Students may use English/native language dictionaries, and may take tests in small group settings with extra response time & simplified test instructions.
Minnesota	None statewide. Performance standards are being developed at the district level in math, science, English, reading, social studies, arts, health, to be aligned with state content and learning standards.	• State Basic Requirements (CRT): reading, math - grades 8-10. • All other assessment is conducted at the local level, but must be designed to measure the state's "Required Profile of Learning."	May receive appropriate accommodations and modifications on the State Basic Requirements tests (dictionaries, translations, extended response-time, etc.). All other decisions regarding assessment of LEP students are made at the local level.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Mississippi	None statewide. Performance standards are determined by local districts, and must be based on required competencies specified in state curriculum frameworks in core content areas.	• ITBS (NRT): language arts, reading, math - grades 4-9 • End-of-course tests in Algebra I & U.S. History • Functional Literacy Exam (CRT): math, reading, writing - grade 11 (graduation requirement) • UD: End-of-course tests in Biology, English	May be exempted until an appropriate level of English proficiency is reached. LEP students may choose to participate in the assessments; their scores are reported separately. Some setting & scheduling accommodations are available.
Missouri	UD: English language arts, math, science, social studies, fine arts, health	• Missouri Mastery Achievement Test (NRT, CRT): reading, language arts, math, social studies, science - grades 8, 10. (Note: local districts use versions of this assessment in grades 2-10) • WA: grades 5, 9, 11	All decisions regarding assessment of LEP students are left to the local districts. If modifications are made, scores of LEP students are not reported in the general results.
Montana	None statewide - local districts develop "learner goals".	• NRT: grades 4, 8, 11	Office of Public Instruction "recommends that LEP students be exempted from standardized testing until they are sufficiently proficient to be able to validly demonstrate achievement."
Nebraska	None currently. Legislation mandates performance standards in core subjects by 9/1/96.	Assessment left to local districts	All decisions regarding LEP students left to local districts.
Nevada	Writing standards for grades 3, 6, 9, 11, 12. UD: language arts, math, P.E., science, social studies, foreign languages, arts, health	• CTBS (NRT): grades 4, 8, 9 • Nevada Proficiency Exams (CRT): grades 9, 11, 12	Certain LEP or special education students exempt. LAS (Language Assessment Scales) scores determine eligibility of LEP students to take standardized test.
New Hampshire	UD: math, literature	• CRT: language arts, math - grades 3, 6, 10; science, social studies - grades 6, 10	Exemption is a last resort measure Accommodations must be consistent with those used in instructional program.
New Jersey	UD: arts, career education, health and P.E., language arts, literacy, math, science, social studies, world languages	• Early Warning Test (CRT): grade 8 • High School Proficiency Test (CRT): grade 11	Individual districts determine procedures for LEP students. Those LEP students exempted from regular testing must be given alternative assessments.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

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State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
New Mexico	UD: Blueprint 2000, covering standards of knowledge, communications, employability, post-secondary readiness	• New Mexico Achievement Assessment (CRT): core subjects - grades 3 and above • PA, WA: grades 10 and above • High School Competency Exam - grade 10 • Employability (PA): grades 9-12 • Writing portfolios - grades 5-8	Alternative means of assessment required for LEP students exempted from regular testing: native language assessment, portfolios, teachers' observations, locally-developed tests.
New York	Being reviewed: math, science and technology, language arts, social studies, fine and performing arts, foreign language, health and P.E., occupational/technical education	• New York State Exams (CRT): reading, math - grade 3; science - grade 4; writing - grade 5; reading, math, social studies - grade 6; social studies - grade 8; reading, writing - grades 8 or 9; foreign language - grade 8; occupational education - grade 9 • Regents Exams/Competency Tests (CRT): grades 9-12	State requires all school districts to develop policies and plans for LEP education, including evaluation/assessment procedures. State assessments offered in up to 29 different languages.
North Carolina	Reading, writing, math	• PA - grade 12 • CRT: core subject - grades 3-8 • WA: grades 4, 6, 8, 10 • Computer literacy - grade 8 • Advanced Placement and Pre-SAT (Scholastic Aptitude Test)	May be exempted from standardized testing until their English proficiency is sufficient.
North Dakota	English, language arts	• Standardized Testing Program (NRT): language arts, math, reading, science, social studies, spelling, study skills, word analysis - grades 3, 6, 8, 11 • Cognitive test in analogies, memory sequences, verbal reasoning (NRT): grades 3, 6, 8, 11	NA
Ohio	UD: arts, business, career, language arts, family/consumer science, foreign languages, health, math, physical education, science, social studies, technology, occupational education	• Proficiency tests (CRT): writing, reading, math, science, citizenship - grades 4, 9	LEP students taking 4th grade test may use translation dictionaries and have extra time on the test. 9th grade LEP students may be granted a temporary waiver.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Oklahoma	UD: math, science, reading, writing, history, geography, music, arts, government	• NRT grades 3, 7 • Oklahoma School Testing Program (CRT): math, science - grades 5, 8, 11; reading, writing - grade 8 • UD (CRT): history, government, geography, arts, music	May be exempted if in Oklahoma schools for 3 years or less. Informed consent of parents/guardians required for exemption.
Oregon	English, math, science, social studies	• Reading, math, social studies, health - grades 3, 5, 8	NA
Pennsylvania	Performance standards under development.	• Pennsylvania System of School Assessment (PBA, WA): reading, math - grades 5, 8, 11; writing - grades 6, 9	May be exempted if in U.S. schools for 3 years or less. Native language test directions & extra testing time are allowed. Parental request is also grounds for exemption.
Rhode Island	UD: math, science, language arts, health, P.E., technology	• Rhode Island Statewide Assessment Plan (PBA, PA, NRT): language arts, math, science, health - grades 4, 8, 10	Local districts ("those most familiar with the educational program and needs of each student") determine accommodations for LEP students. Teachers, principals and special program coordinators assist in developing appropriate procedures.
South Carolina	Reading, writing, math	• Basic Skills Assessment Program (CRT, NRT, WA): readiness test - grade 1; math, reading - grades 3, 6, 8, 10; science - grades 3, 6, 8; writing - grades 6, 8, 10, 11, 12	Alternate writing assessment for LEP students; other accommodations determined by districts.
South Dakota	UD: voluntary content/ performance standards	• Achievement and Ability Testing (CRT): math, reading, science, social studies, grades 4, 8, 11; career assessment - grade 9	No policies specified.
Tennessee	Math, language arts, writing	• Tennessee Comprehensive Assessment Program (CRT, NRT, WA): customized series - grades 2-8; achievement test - grade 10; writing - grades 4, 8, 11; competency test - grade 9	Exemptions or accommodations for LEP students are determined by teachers, students' families, and a district assessment staff. Those LEP students exempted from regular testing must still take a standardized English and math test developed for LEP students.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Texas	Reading, language arts, math, science, social studies	• Texas Assessment of Academic Skills (CRT, WA): reading, math - grades 3-8, 10; writing - grades 4, 8, 10; science, social studies - grade 8 • UD: high school end-of-course exams, TAAS-derived NRT	May be exempted if in Texas schools for 3 years or less but must take alternative English and academic achievement test specially designed for LEP students. UD: Spanish language version of the TAAS. No students are exempted from high school English exit exam, although deferments and special intensive language instruction are offered.
Utah	Math, science, reading, writing	• Voluntary assessment (CRT): math, reading, science - grades K-12 (Note: all districts use this assessment)	LEP student assessment conducted in student's primary language; state code mandates development of curriculum, instruction, assessment, evaluation and exit criteria appropriate to needs of LEP students.
Vermont	UD: arts and humanities, social studies, science, math, technology	• Vermont Comprehensive Assessment System (PA, NRT, CRT, WA): writing - grades 5, 8; math - grades 4, 8, 10 • UD: science, math, technology	Accommodations in assessment must correspond to those offered in routine instructional situations. Determination is made at local level with guidelines from state.
Virginia	Math, science, language arts, social studies	• Virginia Assessment System (CRT, NRT): math, reading, writing - grade 6; math, reading, language, work study skills, vocabulary, science, social studies - grades 4, 8, 11	Temporary exemption from assessment permitted. Testing of minimum competencies in math, reading, and writing required after 3 years in Virginia schools.
Washington	Performance standards under development.	• Washington State Assessment Program (CRT): math, reading, language arts, science, social studies - grades 4, 8, 11	Currently no state accommodations specified for LEP students. Future developments in performance standards and assessments will address the needs of LEP students.
West Virginia	UD: language arts, math	• CTBS (NRT): core subjects, spelling, study skills - grades 3, 6, 9, 11 • CRT: math, reading - grades 1-8 • WA: grades 8, 10	Local school districts are responsible for accommodating LEP students.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

State	State Performance Standards	State Assessment Procedures	Exemption/Accommodation of LEP Students
Wisconsin	UD: math, science, language arts, social studies, reading, writing	• Wisconsin Student Assessment System (CRT): reading - grade 3; language arts, math, science, social studies - grades 4, 8, 10	Exemptions and accommodations must be in compliance with state "Guidelines for Non-Discriminatory Testing." Districts must "follow a defensible process" in determining exemptions or accommodations.
Wyoming	None statewide. Performance standards left to local districts.	Assessment left to local districts.	All decisions regarding LEP students are left to local districts.

NRT - Norm-Referenced Test; CRT - Criterion-Referenced Test; PBA - Performance-Based Assessment; WA - Writing Assessment; PA - Portfolio Assessment; UD - Under Development; NA - Not Available

III. FACTORS AND CHALLENGES

This chapter discusses the forces and factors influencing current planning and development efforts regarding statewide performance standards and assessment procedures. The discussion then examines the place of LEP students within this process. This chapter also presents some of the challenges and difficulties faced by the states as they work to establish effective and appropriate performance standards and assessments in general, and for LEP students.

A. Factors Influencing State Planning and Development Efforts in Performance Standards and Assessment Procedures

In General. There are a number of factors exerting influence on the states' planning and development of performance standards and assessment procedures. One of the primary factors mentioned by many states was that of state legislation. Delaware, for example, is developing performance standards and a new testing program as part of a state-mandated educational reform initiative. Others, including Arizona, Arkansas, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, New Mexico, New York, and Wisconsin, also reported that state legislation is a driving force behind the development of performance standards and assessments. Alabama has proposed and Nebraska has recently passed legislation that requires the future development of performance standards, and Colorado is currently under legislated mandate to develop assessments tied to its content standards.

The Goals 2000: Educate America Act provides funds to states to develop and implement comprehensive plans for reforms in education. All states have participated in the Goals 2000 program, with the exception of Virginia, New Hampshire and Montana. SEA staff from most states reported that Goals 2000 is an important initiative which supports and validates their efforts to establish higher standards and improve assessment systems for all students, but that state-mandated reforms had already been initiated prior to Goals 2000 legislation (passed in March 1994). However, most of the states reported having examined their state reforms in light of Goals 2000, to ensure that they are in line with the Goals 2000 philosophy and intentions. Some states named other pieces of federal legislation as motivating factors in their development process, such as the IASA (Improving Americas' Schools Act) in general and its Title I component (compensatory education) in particular.

Another important factor influencing the development of state performance standards and assessment procedures involves the stakeholders - parents, teachers, administrators, community members, business community, institutions of higher education, policy makers, etc. - who are demanding educational reforms within their state. Arizona, Arkansas, Delaware, Indiana, Kentucky, Maryland, Massachusetts, Missouri, Tennessee and others reported having particularly active groups of stakeholders involved at various levels in the developmental process. In Arizona, at least one student must also be included on each local council.

The stakeholders' demands are often linked with a general call for increased accountability, that is, a desire to hold the educational system accountable for its successes and shortcomings. Often, this translates into changes to the state testing system. A number of states, including Maryland, Massachusetts, Michigan, and Texas, are working to create high school graduation exams. Others, such as Alaska, Arkansas, and Delaware, are developing new criterion-referenced tests or performance-based assessments in order to attain more complete information regarding the educational progress of their students.

In addition to greater school and district accountability, stakeholders also want to ensure the best possible education for all students. However, not all stakeholders necessarily agree on the best way to foster school and district accountability and create an effective and inclusive student-centered system of standards and assessments. This issue will be discussed further in the section on "Challenges."

For LEP Students. LEP students are incorporated into this development process as the states begin to examine issues of inclusion and equality in standards and assessment. Many states, in accordance with their state-mandated reforms and also in accordance with Goals 2000, are taking a close look at the ways in which their standards and tests include or exclude certain populations of students. LEP students are of primary concern in this process. Delaware, Kansas, Kentucky and Maine are among the states that are conducting research and inquiry into issues of inclusion, and how to create systems that address the diverse learning needs and abilities of all students (including LEP students). Of these states, Delaware is particularly active, having received some grant monies to conduct research and development in the area of inclusion strategies for LEP students and other special needs populations with regard to the new state assessments.

LEP students also enter into the picture in those states that have or are developing high school graduation tests. SEA staff from Maryland, Massachusetts and Michigan reported concern about the proposed graduation exams in these states, which would require students to demonstrate high levels of academic achievement in order to receive a diploma. It is feared that these tests will create large groups of students who are unable to pass and therefore unable to graduate, which could in turn raise questions about the fairness of the exams, and lead to a lowering of the standards to former minimum competency levels. Some advocate for separate tests for LEP students, but others oppose the implications of separate and potentially lower standards. Of these states, only Massachusetts is exploring the possibility of Spanish language versions of the proposed assessments, and various accommodations for other non-native speakers of English.

Naturally, the states with the largest concentrations of LEP students are highly concerned about the ability of their educational systems to serve these students. New York has a long history of promoting inclusion and exploring ways of delivering quality instruction to all students. Many of their state assessments are offered in an array of different languages, and the language abilities of LEP students are mentioned as a resource for other students in terms of cultural and linguistic awareness in New York's "Languages Other Than English" (LOTE) curriculum framework.

Arizona, California, Illinois, New Mexico and Texas are also dedicated to the goal of incorporating LEP students into their standards and testing systems through the use of assessments in languages other than English. New Mexico offers a Spanish version of their High School Competency Test, and Arizona and Texas are currently developing Spanish versions of their state criterion-referenced tests. California has proposed legislation that would approve the development of Spanish and other language versions of future state tests; however, the legislature must first decide on a general assessment package. Florida and New Jersey also have substantial populations of LEP students which they are striving to incorporate within the educational systems, but these states leave such decisions to the local districts.

Inclusion of other special needs populations (special education students and students with disabilities) is also being discussed by many of the states, as part of their general attempts to offer quality education to all students, to ensure that high standards are expected and supported, and to incorporate all students within their systems of assessment and accountability.

B. Challenges Facing the States

In General. Insufficient funding is one of the most frequently-mentioned challenges facing the states as they work to create/revise performance standards and assessment procedures for their students. States reported that lack of funding prevents them from acquiring the necessary resources to develop, field-test, pilot-test and implement substantial changes to existing systems, even if the legislature has mandated such changes. Arkansas, Georgia, Indiana, Maine, Massachusetts, Missouri, New Mexico, Rhode Island, Vermont, Washington, and Virginia are among the states that reported fiscal constraints on their ability to effect educational reforms in the areas of performance standards and assessment procedures.

A second challenge to the states is the absence of established prototypes for the performance standards and assessments they are developing. This is especially true in the area of criterion-referenced and performance-based testing instruments. This kind of development places increased demands on time, effort and money. States such as Arkansas, Minnesota, and Missouri named this particular challenge.

Another commonly-reported challenge is that of professional development for teachers, as the state and/or local districts develop and implement new combinations of performance standards, content curricula, and student assessments. Many states emphasized the importance of teacher training as the state curricula move towards broader frameworks and the tests towards more performance-based assessment models. This shift pushes teachers to approach instructional tasks in new and different ways, often requiring them to develop new curricula on their own.

The facility with which teachers are able to adjust to these new demands can depend on the nature of the traditional educational organization within the state. For instance, Louisiana has a history of state-mandated curricula, upon which teachers have depended for content matter, organization, and materials. Thus, as the state attempts to move towards broader curricular frameworks, many teachers are unprepared for the challenge of developing their own classroom curricula. States with traditions of local control over such matters tend to have an easier time adjusting to new systems, although they too reported a need for professional development as they move towards new standards and assessments; Arkansas, Indiana, Maine, Michigan, Minnesota, Missouri, New York, Rhode Island, and Virginia fit into this category.

The shift away from traditional norm-referenced tests to new, performance-based standards and assessments can also create challenges in the form of conflict between state legislatures, boards of education, and the public (stakeholders). This goes back to the issue of accountability, as a number of SEAs reported a general public resistance to more performance-based testing because it is perceived to diminish the accountability of schools and districts. In contrast, the state boards of education and the education community in general are often strong advocates for performance-based testing because it has been shown to be "best practice" in terms of gathering representative and authentic information about students' academic knowledge and abilities.

This conflict has been highlighted in several states, most notably in California and Arizona. These states are revising previous performance-based assessment systems because of negative pressure from the stakeholders that the test items and scoring procedures did not permit the kind of results-reporting possible with traditional norm-referenced tests. Arizona is well on its way to developing a new testing system which will incorporate more of a blend of assessment models, and California's proposed assessment system is still before the legislature. Other states, such as Idaho and Pennsylvania, have experienced public resistance to proposed criterion-referenced tests (which usually contain a performance-based component), and have put developments on hold or canceled them altogether. Even states such as Maine and Kentucky, where performance-based assessment systems are currently functioning, struggle with conflicting public views and widespread attachment to multiple choice, standardized testing.

The conflict does not stem solely from the debate over performance-based versus standardized testing. Many of the difficulties arise out of a general resistance to change, and public misconceptions regarding the purpose of performance standards and assessment procedures. These misconceptions can emerge because the performance standards are too vague and difficult to understand, or because there has been insufficient public engagement in their development. Also, conflict results from the naturally occurring differences in opinions of diverse stakeholders, who have contrasting perspectives on what is "best practice" in education. In addition to the states discussed above, Alabama, Arkansas, Delaware, Georgia, Illinois, Indiana, Kansas, Massachusetts, Michigan, Minnesota, Mississippi, New Mexico, Nevada, Washington and Wisconsin all mentioned conflict or confusion surrounding the issues of performance standards and assessment procedures.

Finally, other challenges reported by the states include technical and logistical difficulties involved in implementing new systems. SEA staff in Missouri and Washington State mentioned the technical difficulties of scoring associated with criterion-referenced tests, and South Dakota faces the challenge of a widely dispersed rural population.

Thus, the general challenges lie in responding to the needs and concerns of various stakeholders, in creating a balanced, valid and student-sensitive system of standards, assessment and accountability, and weighing all of this against the demands on time and resources.

For LEP Students. Amid all the challenges faced by the states, that of incorporating LEP students has not been ignored. As previously discussed, many states are taking steps to examine their standards and assessments in light of the diverse learning needs of all students, including LEP students. Perhaps the primary challenge associated specifically with LEP students involves establishing appropriate provisions for their English language proficiency. This can take the form of accommodations on state tests, such as the use of dictionaries, time extensions, small group settings, translators, etc. Provisions can also involve temporary exemption from the state tests, and use of alternative measures of assessment, until a student is sufficiently proficient in English to participate in the state testing programs.

Whether the challenge of incorporating LEP students is met through the development of new accommodations guidelines, assessments in languages other than English, or simply in the voiced recognition that something needs to be done, depends on the state, its political climate, the size and distribution of its LEP population, and its available resources.

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APPENDIX

State-by-State Summaries of Performance Standards and Assessments

ALABAMA

Alabama does not yet have student performance standards, although proposed legislation requires performance standards to be developed in the areas where content standards exist. Alabama's content standards, called "Courses of Study," are available in English, social studies, science, math, arts and foreign languages.

The current statewide assessment system is called the Alabama Student Assessment Program (ASAP). The ASAP includes three types of assessments: (1) norm-referenced tests; (2) criterion-referenced tests and (3) grade level performance tests. The norm-referenced tests (the SAT and the Otis Lennon School Ability Test) are given in grades 3 through 11. The criterion-referenced tests consist of the Alabama Basic Competency Tests in reading, math and language arts given in grades 9 and 11. The grade 11 test is the High School Basic Skills Exit Exam, which must be passed in order to receive a diploma. If a student is unable to pass the test after multiple opportunities, they may receive a Certificate of Attendance. The grade level performance tests consist of assessments in writing (grades 5 and 7), and in Algebra I and Geometry (end-of-course tests). Writing assessments are being planned for grades 3 and 10, and end-of-course tests in science and history are also planned.

A LEP student may be exempted from the ASAP if the student has been identified as LEP according to state guidelines and is currently receiving LEP services, and it has been determined that the assessment is inappropriate for the student at the present time. Documentation of the LEP Committee Decision and parental approval are also required for exemption. Deferment is allowed on the two criterion-referenced tests. The Exit Exam may be deferred for up to two years, but a student must pass this exam in order to receive a diploma.

The ASAP offers no accommodations for LEP students. Functional level testing is not allowed, use of any type of dictionary is prohibited, and a LEP student cannot have any part of the test translated into his/her native language. According to the state assessment document, "If the student is not proficient enough in English to take the assessment, the LEP Committee should consider the assessment inappropriate for the student." In determining if a LEP student is proficient enough to participate in the ASAP, multiple measures are recommended. These include reading inventories, writing samples, teacher observations, teacher-made tests, grades, achievement tests, formal and informal language proficiency tests, etc. The LEAs are responsible for designing programs which ensure that LEP students meet promotion/graduation requirements, English language requirements, and subject area content requirements.

Other special needs populations addressed in the state guidelines include special education students and students with disabilities. "Accommodations can be made to ensure that each student with a disability receives individual consideration of his or her disability, but the accommodation cannot be one that changes the nature, content or integrity of the test."

ALASKA

Alaska is working to establish performance standards in English, math, and science, foreign languages, arts, computer science, history, government and geography (CCSSO, 1995). According to responses on the CCSSO's State Systemic Education Planning Survey, the state currently has a set of student outcome standards and a set of curriculum content standards for those subject areas.

The Alaska assessment system is comprised of norm-referenced tests in language arts, math, and reading in grades 4, 8, and 11. The state plans to develop a new assessment system aligned with state content and performance standards (CCSSO, 1995).

All content standards apply to students of limited English proficiency, although LEP students are not explicitly mentioned in the standards documents. The same is true for the outcome and student performance standards. LEP students are exempted from the statewide assessment system if they have been in U.S. schools for less than three full school years. All other students are tested with the statewide assessment. During the exemption period, LEP students are assessed with locally developed native language assessments (available in Yupic, Inupiaq, Spanish, Russian, Siberian Yupic, and Tagalog). These non-English assessments are criterion-referenced and linked to the performance standards.

The state's Goals 2000 Plan will specifically mention LEP students, and several bilingual/bicultural staff are involved in discussions regarding systemic change. The state's "World Language Standards" define performance standards for students in bilingual education programs and foreign language studies. The planned 1996 opportunity-to-learn standards will also explicitly address the needs of LEP students.

ARKANSAS

Arkansas' student performance standards are being developed along with new curriculum frameworks and assessments. Curriculum frameworks exist in the areas of math, language arts, reading, and social studies, and are under development for science and foreign languages.

Current statewide assessment in Arkansas is achieved through the administration of the full subject matter battery of the Stanford Achievement Test, 8th Edition in grades 5, 7, and 10. The state is in the process of developing and field-testing new criterion-referenced tests in reading, writing and math for grades 4, 8, and 11-12. This new system is known as the Arkansas Comprehensive Testing and Assessment Program (ACTAP). Presently, the tests consist of 80% "enhanced multiple choice" questions, and 20% open-ended response items. It is expected that, as the tests are phased-in, the number of open-ended items will increase, and the tests will shift to a more performance-based type of assessment. In time, the ACTAP will also acquire a portfolio assessment component. The 11-12 grade exam will eventually become a requirement for graduation.

LEP students are exempt from state testing with parental consent written in the native language of the parent/guardian. Plans are currently underway to accommodate LEP students in all new assessments. Students with IEPs are exempt or offered accommodations consistent with the specifications of their IEPs.

ARIZONA

Arizona does not have statewide performance standards. However, there are local school district performance standards linked to local assessments. State content standards, known as "Essential Skills Frameworks," exist for language arts, literature, mathematics, foreign language, social studies, science, dramatic arts, visual arts, comprehensive health, dance, and music.

The Arizona Student Achievement Program (ASAP) was adopted in 1990/91, first implemented in 1992, and is currently under revision. The previous version of the ASAP involved state assessments of essential skills which measured student achievement in reading, mathematics and writing in grades 4, 7 and 12. These tests were completely performance-based (comprised mostly of open-ended response items), and linked to Arizona's curriculum standards.

A general concern for the reliability and validity of the former ASAP has prompted the State Board of Education to revise the assessment. The 1995 revisions of the ASAP will lead to tests which involve more of a blend of assessment models, including some standardized multiple choice and short-answer items in addition to the open-ended questions. The current revisions will also lead to the creation of frameworks, standards and assessments in the area of workplace skills and career preparation. The new ASAP will assess the same subjects as the former version (reading, mathematics and writing), but the assessments will be designed for grades 4, 8, 10 (instead of 4, 7, and 12). It is expected that the new ASAP math assessments will be piloted in 1996-97, and the assessments for reading and writing will be piloted in 1997-98.

According to SEA staff in Arizona, there will be a statewide educational summit in October of this year (1995) to begin work on state performance standards linked to the future version of the ASAP. These standards will then be subject to review and adoption by the State Board.

In addition to the ASAP, the state also administers nationally standardized norm-referenced achievement tests (the ITBS) in language arts, reading and writing in grades 4, 7, and 10. Although the ASAP is temporarily on hold for revision, the statewide norm-referenced testing will continue. There are also district level assessments of "Essential Skills" in grades K - 12. Districts may choose to use a state-recommended model assessment (involving criterion-referenced, performance-based and/or portfolio assessments), or they may develop one of their own. Normally, these tests are only used to report data at the local level, but while the ASAP is under revision districts will report student scores in English (this year) and in math (next year) to the state.

Accommodations for LEP students within the state assessment system are explicitly mentioned in the state's 1994 Goals 2000 application: "Students who had historically been excluded from the state's assessment system are now included because the new system provides for mediated administration and Spanish language instruments." This inclusion

inclusion is primarily accomplished through mediated and native language versions (in Spanish) of the ASAP. Arizona is one of the few states to have developed native-language versions of state tests. Strategies for administering the mediated versions may include (but are not limited to): flexible scheduling and setting, translation and/or dictionaries, simplification of language, reading to student, taking dictation, and use of visuals. New versions of the Spanish language and mediated tests will be developed to accompany the new ASAP assessments.

There are no exemptions from the ASAP tests for LEP students - all students must take one form or another. However, LEP students may be exempt from the nationally standardized norm-referenced achievement tests (ITBS) for up to three school years, depending on their level of English proficiency. Districts may make decisions regarding LEP student participation on the local tests.

Students with IEPs may only be exempted from the ASAP if their IEPs specifically request that they not be assessed. Otherwise, they are eligible for "appropriate accommodations." These students may also be exempted from the ITBS and/or the local tests if such exemption is part of their IEP.

CALIFORNIA

California has recently suffered a series setbacks in its attempts to create a new system of standards and assessments for its educational system. The state currently has no performance standards in place because the state assessment system remains under review. According to state documents, further development of California's performance standards will involve broad-based participation by parents, teachers, business and community members and educators. The new performance standards will be based on the curriculum frameworks, and linked to a new assessment system.

California has detailed curriculum frameworks which describe the desired characteristics of instructional programs in the state's schools. These frameworks are intended to provide an impetus for improvement in instructional materials, to serve as guidelines for teacher training, staff development and student assessment, and for school districts to use in reviewing, assessing and revising their course curricula. There are eight frameworks: English language arts, foreign language, health, history/social science, mathematics, physical education, science, and visual and performing arts. Additionally, development of a school-to-career curriculum framework is in process.

The formerly-used California Learning Assessment System (CLAS) was an example of a statewide performance-based assessment system. In its initial implementation in 1993-94, the CLAS was used to assess students in reading, writing, and math in grades 4, 8, and 10, and history/social science and science in grades 5, 8, and 10. Six performance levels were described. This assessment was vetoed by the state's governor after only one year of implementation, because of pressure that it was "too performance-based" and not a reliable or valid measure of student achievement.

Although the CLAS was abandoned and no new statewide assessment system has been approved, the state is developing a new system which will "be aligned with California's content and performance standards, involve multiple measures of student performance, and meet reliability and generalizability criteria for students and school level data." According to SEA staff, the new test will likely involve more traditional, standardized forms of assessment, focusing on "basic skills." The initial proposal for the new system was recently defeated by the state legislature, and the bill is being reworked.

California is working to accommodate LEP students within the developing performance standards. It has been recommended that the new assessment system provide equivalent tests in Spanish and other languages in order to appropriately assess non-native speakers of English in academic content areas as well as language proficiency. Other alternative testing measures for LEP students, involving portfolios and authentic assessment, have been proposed as well. These recommendations are currently being reviewed by the state legislature. Emphasis has also been placed on the need for native language instruction in content areas, especially at the high school level.

California is home to one of the largest minority populations in the country - over half of elementary school-age children are Hispanic, black, or Asian. One out of six children was born in another country. Children from over 80 different language groups who are learning English as a new language make up 29 percent of students entering kindergarten. California also has one of the most well-developed systems of bilingual and ESL teacher certification, and offers a wide range of instructional options for LEP students.

COLORADO

Colorado has not established any performance standards (CCSSO, 1995). However,the state is in the process of completing content standards in reading, writing, math, science, history and geography. Development of standards in foreign languages, arts, civics and other subjects is also underway (AFT, 1995).

By 1997, all school districts will be required to develop standards in core subjects (language arts, math, science, and social studies) that "meet or exceed" state standards. The state plans to assess samples of students from each district, with assessments tied to state standards.

CONNECTICUT

Connecticut has performance standards in math, reading and writing, is reviewing science standards, and is in the process of developing performance standards for social studies, tech-prep and apprenticeship programs (CCSSO, 1995). The state's content standards are called "Guides to Curriculum Development," and are available in English, mathematics, science, social studies, arts foreign languages and other subjects (AFT, 1995).

The Connecticut Mastery Test (CMT) is administered in grades 4, 6, and 8, and measures skills in mathematics and language arts (including degrees of reading power, reading comprehension, listening comprehension, written comprehension and writing skills). The Connecticut Academic Performance Test (CAPT) is administered in grade 10, and measures student achievement in language arts, science, mathematics and integrated assessment (interdisciplinary problem solving). Each test on the CMT and the CAPT has Goals Standards and interpretive guides. The AFT report relates that state assessments are being revised along with the curriculum guides in to better align the two.

LEP students may be exempted from the CMT and the CAPT if they have been in U.S. schools for three years or less. While exempt from the statewide tests, LEP students are assessed with the SABE (Spanish Assessment of Basic Education) as part of the state's bilingual education program evaluation system. Alternatively, LEP students may choose to participate in the statewide assessment if the school finds the child able to take the tests. All LEP scores on the CMT and the CAPT are disaggregated to follow the students' progress longitudinally.

DELAWARE

Delaware is developing content and performance standards as part of a systemic reform initiative. Content standards exist for English, social studies, science, and math, and standards for arts and foreign languages are under development.

The state is in the beginning stages of designing a Comprehensive Assessment System (CAS) to be pilot-tested in 1997-98. This system will assess students in English/language arts, math, science, and social studies in at least four grades. The system will be comprised of an "on-demand" component, to be given statewide at one time during the year, and an "embedded" component, which includes tasks that are embedded into curriculum units, and can be given throughout the school year as those units are studied in the classroom.

A previous Interim Assessment Program for math reading and writing was abandoned effective July 1, 1995 due to legislated funding cuts. For 1995-96, the statewide assessment will be comprised of a direct writing assessment for all students in grades 3, 5, 8, and 10, which will be holistically and analytically scored.

Discussion has begun about the need to address accommodation for special education and LEP students in the CAS. The state in conducting extensive research on inclusion as it works to develop the new assessments, and has received several grants to further this work. Currently, districts are required to provide some type assessment for LEP students, which may involve alternative measures such as portfolios and classroom observations. For the 1995-96 writing assessment, there will be some accommodations for LEP students (the inclusion guidelines are in draft form).

Special education students are exempted or accommodated according to their IEPs and instructional programs.

DISTRICT OF COLUMBIA

The District of Columbia is in the process of creating "Curriculum Frameworks" in English, math, science, and social studies, with drafts completed for math and science. The District currently has math and science assessments in place, but plans to revise these to match the new standards (AFT, 1995). Additionally, the District administers the Comprehensive Test of Basic Skills.

FLORIDA

Florida is presently developing performance standards and benchmarks aligned with new curriculum frameworks in English, math, science, and social studies.

Florida's statewide assessment plan, called "Florida Blueprint 2000," involves norm-referenced tests in grades 4 and 8, a writing assessment program (Florida Writes) in grades 4, 8, and 10, a Grade Ten Achievement Test, and a High School Competency Test in grades 11 and 12.

According to Florida's May 1995 Preliminary Consolidated State Application for Goals 2000, the state is currently working to incorporate the Title VII program (for LEP students) into their Final Consolidated Application.

Florida is a member of a consortia group called the State Collaboratives on Assessment and Student Standards (SCASS) organized under the CCSSO. This group has been meeting with national experts concerned with issues in the instruction and assessment of LEP students. They are developing guidelines for the scoring of responses of LEP students to open-ended math items, which are scheduled for piloting next year. The consortia is also considering the development of benchmarks for English language proficiency in classrooms where instruction fosters English proficiency while also addressing content achievement.

Generally, it is up to each LEA to determine how it will assess the academic achievement of its LEP student population. Many review documentation of prior academic performance, used teacher-made evaluations or assessments, student interviews, and other informal assessments. According to SEA staff, new modifications and accommodations are being developed to better address the needs of these students.

GEORGIA

State performance standards are being reviewed in English, math, science, health and social studies. The state has content standards in the form of the "Quality Core Curriculum" in reading, mathematics, sciences, social studies, arts and foreign languages.

Georgia has a system of Curriculum-Based Assessments (CBAs) designed to measure student performance in the content areas of the state's Quality Core Curriculum. The CBAs are criterion-referenced exams which test cumulative content, i.e., skills and knowledge tested at a given grade may be highly dependent on skills and knowledge learned in prior grades. The first CBAs were administered in May 1992 in grades 3, 5, and 8. The results are reported as scaled scores which permit comparison from year to year within a single grade. These scores are also compared to established performance criteria. The performance level benchmarks for each content area identify two levels of performance: "State Goal" represents an adequate or acceptable performance level for schools in the state as a whole, and "Quality Performance" goes beyond acceptable and represents excellent performance. Not all parts of the CBAs have been implemented; full implementation is expected in 1995.

There is also a CBA to be administered in grade 11 as a requirement for high school graduation (the Georgia High School Graduation Test). According to SEA staff, students must pass all sections of this test - English, math, writing, social studies, and science - in order to receive a diploma. Students are given multiple opportunities to take the tests, beginning in the 11th grade and extending beyond the expected date of graduation. If a student is unable to pass all portions of the test, they may still receive a Certificate of Performance (based on attendance and units taken), but not a diploma.

The state administers norm-referenced tests (the ITBS) in core areas in grades 3, 5, 8, and 11, and a writing assessment in grades 3, 5, and 8. In addition, there is a direct writing assessment given in grades 3, 5, and 8.

LEP students may participate in all parts of the Georgia assessment program, but may also be exempt depending on levels of English proficiency. There are no accommodations offered on the norm-referenced tests. On the CBAs, LEP students may be given additional response time and/or alternative classroom settings, however, use of dictionaries or translations of any part of the test are prohibited.

Special education students may be exempt from the statewide tests if such exemption is specified in their IEPs. Scores of LEP and special education students are not reported in the general testing results.

HAWAII

The "Hawaii content and performance standards" cover the core subjects of English, math, science and social studies, as well as arts and foreign languages. The state plans to develop new assessments linked to these standards (AFT, 1995).

Currently, norm-referenced tests are administered in grades 3, 6, 8, and 10 (the SAT), and a criterion-referenced test of "Essential Competencies," given in grades 10 through 12 is required for high school graduation. There is also a state writing assessment given in the same grades as the norm-referenced tests (CCSSO, 1995).

LEP students who have been enrolled in Hawaii public schools for less than one year may be exempted from the standardized norm-referenced testing component of the Hawaii Statewide Student Assessment Program. All others are required to participate, unless teachers' observations or scores on an appropriate English language screening test indicate probable performance significantly below the student's grade level. Native language proficiency of LEP students is assessed through locally-developed native language tests.

Hawaii schools may use any Department-approved norm-referenced achievement test to assess the academic achievement levels of LEP students. The state also provides guidelines for alternative assessments for LEP students. These options include: portfolios, dialogue journals, student self-evaluations, checklists, observational records, story retellings, dictations, and cloze exercises (fill-in-the-missing-word passages). The state encourages teachers of LEP students to collect and examine as many different achievement indicators as possible, to ensure accurate and comprehensive assessment.

IDAHO

Idaho's student performance standards and curriculum frameworks are being developed and revised in the areas of math, English language arts, science, social studies, health, physical education, fine arts, foreign languages, humanities and vocational/technical education.

Currently, Idaho administers a norm-referenced test (the ITBS) in grades 4, 8, and 11, and a voluntary direct math assessment in grades 4 and 8. It has been proposed that the ITBS be administered in all grades from 3 to 11, and that the math assessment become a requirement. There is also a series of interdisciplinary assessments in grades 9 through 12 which are presently "on hold," pending revision. A writing assessment is being planned for grades 4, 8, and 11.

Since 1992, the state has been in the process of shifting to a performance-based testing system and developing alternative methods of student assessment. It is expected that the assessment program will be two-tiered, one part involving standardized tests to compare Idaho students to the national norms, and the other part involving statewide performance-based assessments. Development of this new system is currently halted, awaiting revisions in the curriculum frameworks.

According to SEA staff, the statewide assessments are "optional" for LEP students. These students are included or exempted depending on the amount of time spent in mainstream instruction (as opposed to pull-out ESL instruction). No special accommodations on tests are allowed - only those which are specified in the testing guidelines for all students.

ILLINOIS

The state of Illinois has developed student performance standards linked to the Illinois Goals Assessment Program (IGAP), which delineate what students should know and be able to do in five subject areas: reading, mathematics, writing, science and social sciences. Standards for fine arts, physical development and health are currently under development. Work is also underway on the existing standards to further clarify them and link them to assessments.

The IGAP assessments test reading, math, and writing in grades 3, 6, 8, and 10, and science and social studies in grades 4, 7, and 11. The assessments for math, science and social science are multiple choice tests, while the reading assessment uses a multiple-right-answer format, and the writing assessment uses a criterion-referenced scoring scale.

It must be noted that although the IGAP describes and assesses student performance, the Illinois State Board of Education uses the system to recognize schools as part of the state's school accreditation program, not to report information about individual students. There are three levels of school performance: exceeds state goals, meets state goals, and does not meet state goals. Schools are evaluated according to the percentage of student scores that fall into the three levels. The IGAP scores are not part of a student's permanent record, nor are they used to determine grades, promotion, retention, or graduation. Assessment of individual students is left up to the local school districts.

In addition to the IGAP, Illinois also administers a norm-referenced test (the SAT) to a sample of students every other year. There is also a state writing assessment given in grades 3, 6, 8, and 10, which is holistically and analytically scored.

Illinois has state-mandated Transitional Bilingual Education and Transitional Instruction programs which currently serve over 100,000 LEP students. Students participating in these programs are exempt from the IGAP until they achieve an appropriate level of English proficiency or have attended U.S. schools for three full years. During this period of exemption from the statewide tests, LEP students are required to participate in some type of achievement test in all areas named in the school learning code: language arts, mathematics, science, and social studies. Data presented indicates that of 423 districts, 373 offer some formal achievement assessment for LEP students (although not necessarily in all content areas).

The state leaves development and implementation of assessments for LEP students up to the individual LEAs. However, a 1993-94 task force recommended that the State Board of Education:

> ...develop a description of performance assessments for the IGAP (state test) benchmark grades including performance definitions and a standards rubric matched to the existing IGAP performance definitions for math, science, and

> social sciences. The LEA will develop its alternative assessment system for LEP students to conform with these ISBE developed standards (*Illinois Teams Up*, p. 16)

Such rubrics have been completed for math and writing, are under development for social studies and reading, and are pending for science. These benchmark descriptions apply to all students, and delineate the knowledge and skills they should be able to demonstrate at a given level. However, local districts can choose from a range of assessment "models" in order to best assess their particular populations of students. Under this system, LEP students may be tested in their native language and/or with various types of alternative assessments in order to allow them to best demonstrate their abilities and knowledge. Hence, the form of the assessments is flexible, but the standards and rubrics are the same for all students.

The same task force also recommended that the State Board of Education develop standards for English proficiency, native language proficiency, and a standardized English reading/writing test to be given to all LEP students. Several versions of the reading-writing test are being pilot-tested, and the state plans for full implementation of this assessment in 1997.

INDIANA

Indiana has state performance guides for grades K-12 in mathematics, English language arts, science, and social studies. These guides describe student outcomes organized by levels: grades K-2, grades 3-5, grades 6-8, and grades 9-12. Upon completion of each level, students should be able to demonstrate the outcomes listed for that level, as well as the outcomes given for previous levels. The state also has standards for high school students involving a rigorous, uniform curriculum for college and technical training preparation (called the Core 40), and there are plans to develop a 10th-grade exam that would be required for graduation (AFT, 1995).

Indiana's statewide assessment program is called the Indiana Statewide Testing for Educational Progress (ISTEP). This program includes state-developed norm-referenced tests of student achievement in English/language arts, and math. Assessments for science and social studies are under development. Currently, the test is given in grades 2, 3, 6, 8, and 9, and students who do not meet state standards on the ISTEP are required to attend remediation classes. In 1995, the ISTEP will be modified to include a criterion-referenced section. This section will be comprised of performance-based open-ended response items in English language arts and math.

LEP students are exempt from the ISTEP assessments until they reach an appropriate level of English proficiency. No time limit is set for the period of exemption, and when LEP students do take the ISTEP, no special accommodations (time extensions, use of dictionaries, etc.) are permitted. The state provides some guidelines for the assessment of oral language proficiency and literacy skills in English and the native language, and content area proficiency. These assessments involve functional language interviews, a reading/writing exam, and other observational and classroom-based measures. According to SEA staff, it has been proposed that LEP and Chapter 1 students be allowed to formally demonstrate performance on the state's "essential skills" in the core areas through alternative means.

It is estimated that about 90% of all LEP students in Indiana participate in mainstream classes without the benefit of an ESL teacher or tutorial services. In an effort to alleviate this situation, the state offers a curriculum guide designed to help teachers meet the instructional needs of LEP students. Suggestions involve the use of sheltered instruction, total physical response, and graphic organizers. The guide contains sample proficiency indicators and observational checklists for LEP students who are exempted from participation in the ISTEP.

Special education students are exempted or tested depending on their IEPs and instructional programs. Students with disabilities are not exempted, and are provided the same modifications in testing as in their regular instructional contexts.

IOWA

Iowa has no statewide standards or assessment procedures, as all decisions regarding performance standards and assessment procedures are made at the local level. The state's current Strategic Plan focuses on the expectation that "each school or school district will develop, through informed dialogue with its community, a clear set of learning expectations for students in their district and standards for student performance." It is recommended that schools and districts use a wide variety of assessment procedures to measure student progress on performance standards. By allowing LEAs and local communities to determine their own performance standards and assessment procedures, it is Iowa's intention to avoid a state-mandated "one size fits all" approach to standards and assessment.

In order to ensure that all students (including LEP students) are served, the strategic plan states that "educational programs and policies will promote equal opportunity for involvement and success for all members of a diverse students population."

KANSAS

Kansas has developed performance standards of excellence and continuous improvement levels linked to levels of school results on the state assessments in mathematics, reading and writing. Standards for science and social studies are under development, as assessments are being pilot-tested. The state has also completed development and review of curriculum standards in the areas of communication, mathematics, science, and social studies.

Under the state assessment system, math and reading are tested yearly - math in grades 4, 7, and 10, and reading in grades 3, 7, and 10. The writing and science/social studies tests are given alternate years, writing being tested in grades 5, 8, and 10, and science and social studies (both still in the pilot-test and development stage) in grades 5, 8, and 11. A district my receive a waiver on the writing assessment, if they have a local writing assessment in place.

Non English proficient (NEP) students are exempted from the state tests upon documentation of the reasons why testing would be inappropriate. LEP students are also exempt until they attain a score of 3 or 4 on the Language Assessment Scales (LAS), and their teacher recommends testing. All students exited from an ESL or bilingual education program are automatically tested. No special accommodations are offered.

Special education students may if exempt if their IEP specifically states that they not to be tested. These students may either be assessed at their level of enrollment or their level of instruction.

When they are assessed, the scores of LEP and special education students are not included in district or building performance summaries. For evaluation of the state's Title I program (compensatory education), local educational agencies have the option to use alternative local assessments for students served under that program.

KENTUCKY

Kentucky has performance standards called "Academic Expectations" in math, science, reading, writing, social studies, tech-prep and school-to-work. Performance standards for fine arts are under development. The state is currently in the process of revising the Content Guidelines (which provide more specific information regarding the content of the state assessments) for the following areas: arts and humanities, mathematics, practical living, reading, science, social studies, vocational studies, and writing.

The state is continuing to refine the Kentucky Instructional Results Information System (KIRIS) - a performance-based and criterion-referenced instrument of student assessment. The system is comprised of three parts: (1) "on-demand" tests (multiple choice questions and open-ended response items) in math, reading, science, social studies, and writing in grades 4, 8, and 11; (2) portfolio assessments in writing in grades 4, 8, and 12 and math in grades 5, 8, and 12; and (3) interdisciplinary performance events (group problem-solving activities) in grades 4, 8, and 11.

LEP students enrolled in U.S. schools for less than two years may be exempted once from taking the exams, but should be included in the portfolio assessments and the performance events if possible. Schools are required to evaluate the "continuous progress" of all students (including LEP students); decisions regarding these assessments are made at the local level.

Students with disabilities may either be exempted from the assessments, or provided with certain modifications or adaptations such as aides, resources, or assistive devices (large print, braille, etc.).

LOUISIANA

Louisiana is in the beginning stages of drafting statewide student performance standards in English language arts, science, social studies, math, and foreign languages. Drafts have been completed for math and science, and are under development for the other subject areas. The state has curriculum guides for all subject areas.

The state has a criterion-referenced assessment system known as the Louisiana Education Assessment Program (LEAP). Students are tested in English language arts and math in grades 3, 5, and 7. A writing assessment is given in grades 3, 7, and 10. A Graduation Exit Exam is administered in grades 10 and 11: math, English language arts, and English written composition are tested in grade 10, and science and social studies are tested in grade 11. Students are required to pass all sections of the test in order to receive a diploma, and are given multiple opportunities to pass.

A norm-referenced test (the CAT/5) is given in core areas in grades 4 and 6. A student may be retained in his/her current grade if s/he fails one or more portions of the test.

LEP students are held to the same standards as the rest of the student population. School districts are required to "provide to LEP students instruction which is appropriate in furthering their academic success." Districts with large concentrations of LEP students are strongly encouraged to hire certified bilingual teachers and bilingual teacher assistants.

The State Bilingual Education/ESOL Section has developed curriculum guides for teachers of LEP students which cover the same content as for non-LEP students. These guides describe activities which promote English language development as well as content mastery, and are available for science (K-8), social studies (4-8), English language arts (K-12), American History, Free Enterprise, and Civics.

LEP students are offered some accommodations in terms of the state assessments. They are allowed an initial two-year exemption from participation in the LEAP and the CAT/5. If a LEP student participates in the assessment program, they are allowed certain accommodations, such as use of an English/native language dictionary, small group settings with the test administered by an ESL-certified teacher, repetition of test items upon request, and extra response time.

Special education students may be exempt or accommodated on state tests depending on their IEPs and instructional programs.

MAINE

Maine is working to establish educational goals for its students, and is developing plans to meet those goals. The state is creating drafts of performance standards called "Learning Results," based on the "Common Core of Learning" in English/language arts, math, science, social studies, foreign languages, arts, vocational education and physical education. Decisions about curriculum and instruction in Maine are all made at the local level - there are no legislated curriculum frameworks. However, the state will provide guides for curriculum frameworks linked to the performance standards and new assessments.

The state's current assessment system is called the Maine Educational Assessment (MEA), and is administered to grades 4, 8, and 11. Areas assessed include reading, math, science, social studies, and humanities. Beginning in 1994-95, the MEA has become a completely performance-based assessment, comprised of open-ended response items. There is also a direct writing assessment given in the same grades as the MEA.

There are few exemptions on the MEA. LEP students and special education students are required by law to be given "appropriate accommodations" enabling them to participate in the assessments whenever possible. For LEP students, this can means dictionaries, translators, dictation, scheduling and setting modifications, etc. Modifications for special education students must be consistent with the specifications of their IEPs and instructional programs.

Scores of LEP students on the MEA are disaggregated and presented separately.

MARYLAND

Maryland has performance standards under review in reading, mathematics, writing/language usage, science, and social studies. These performance standards make up the Maryland School Performance Program (MSPP). The state has curriculum frameworks in these areas, and a fine arts curriculum is presently under development.

The state has developed new criterion-referenced assessment batteries aligned with the standards for grades 3, 5, and 8. This assessment program is known as the Maryland School Performance Assessment Program (MSPAP). The state is also in the process of developing content, performance and assessment standards at the high school level.

It must be noted that, like the IGAP in Illinois, the MSPAP is used to measure the performance of schools, not that of individual students. However, the standards and assessments which are being developed at the high school level will be more focused on individual student performance, and will be used to establish requirements for high school graduation in Maryland. According to SEA staff, the new high school assessment will involve ten end-of-course tests distributed among English, math, science, and social studies.

There are two other assessment programs in place in Maryland besides the MSPAP. One is the Maryland Functional Testing Program (MFTP), which includes tests of minimum competency in reading, writing, math, and citizenship. Passing all four tests is a current graduation requirement, and the tests can be given as early as the 7th grade, and readministered until a student passes. The proposed high school tests would replace the MFTP. The other is the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). Five sub-tests of this nationally norm-referenced test must be given to a sample of at least 250 students per school in grades 3, 5, and 8 every two years.

LEP students may be exempt once on these exams if they do not meet the language proficiency requirement. On the MSPAP, LEP students may receive some accommodations, such as time extensions, small group settings, and translators.

Special education students are exempted or accommodated based on their IEPs and programs of instruction.

MASSACHUSETTS

Performance standards in Massachusetts are under development, and will be based on new Pre-K-12 curriculum frameworks in English language arts, world languages, arts, health, social studies, mathematics, and science and technology. The state has recently completed drafts of these frameworks, known as the Massachusetts "Common Core of Learning."

The current state curriculum assessments - the Massachusetts Educational Assessment Program (MEAP) - are administered in grades 4, 8, and 10 in English language arts, math, science, social studies, and writing. Results are reported for schools and districts, but not for individual students. Standardized norm-referenced testing is not mandated by the state, however, districts may chose to administer such tests.

According to SEA staff, the MEAP is not aligned with the new curriculum frameworks, and thus is in its final year of implementation. The state is working to develop new assessments aligned with the frameworks. When completed, the new assessments will focus on individual student performance, as described by the new performance standards. Besides the subject areas currently tested by the MEAP, the new system will incorporate standards and assessments for world languages, arts, and health. These assessments will involve a variety of different measures, including performance-based items. The new tests will also be given in grades 4, 8, and 10. There is discussion of making a passing score on the 10th grade assessment a requirement for graduation. A trial run of the new assessments is scheduled for 1997.

Currently, LEP students are exempted from the state assessment if they have been in U.S. schools for three years or less. During this time they are assessed with alternate instruments, and their scores are reported separately. After three years, LEP students are required to participate in the English language assessments.

The new assessments which are being developed will be mandated for all students, and the state is considering various ways in which to accommodate LEP students. Several options are: developing parallel versions of the tests in Spanish, implementing portfolio assessments to be evaluated by trained readers, and using interpreters/translators to develop tests in other languages (i.e., Portuguese, Khmer, Hmong, and Haitian Creole). Students would be eligible for native-language assessment three times before they were required to take the test in English.

The state has recently developed an oral language assessment for LEP students, called the Massachusetts English Language Assessment - Oral (MELA-O). It is described as "an alternative means of assessing the oral language skills of English language learners from a holistic perspective. It records student progress in ways which assist the teacher in planning instruction and activities which move learners toward a greater mastery of English." This alternative assessment of oral proficiency in English is based on cumulative teacher observations of authentic classroom language use.

Advocates of LEP and other special needs populations are included on the panels and committees discussing the new performance standards and assessment procedures to ensure that the needs of these populations are fairly represented in the new procedures.

MICHIGAN

Michigan is in the process of developing statewide performance standards in English, math, science, social studies, arts, and foreign languages. The state already has drafts of content standards called "Core Curriculum Content Standards" which encompass these areas (CCSSO).

The Michigan Educational Assessment Program (MEAP) involved criterion-referenced assessment in reading and mathematics in grades 4 and 7, and science in grades 5 and 8. The state is developing new 11th grade High School Proficiency Tests, to be administered for the first time in fall of 1995. The test will assess students in English language arts, mathematics and science, and students must pass each test in order to receive a "state endorsement" for that subject on their diploma. Students who do not pass any or some of the tests will still be eligible to receive a diploma, but without the state endorsement in the areas not passed (CCSSO).

The state offers exemptions and accommodations to LEP students with respect to participation in the MEAP tests and the new High School Proficiency Tests. Presently, exemption of LEP students from the MEAP may be determined by teacher or administrator recommendation, based on students' levels of English proficiency and/or time spent in the U.S. school system. With regard to the High School Proficiency Tests, an LEP student may decide, together with his/her parent/guardian, not to take the proficiency tests, but the LEA must make the student and parent/guardian aware the student will not be eligible for a state endorsement in those areas not assessed. In taking the test, LEP students are allowed to use English and native language dictionaries, are permitted extra response time, and may take the test in small group or individual setting with simplified language for test directions. There are no native language assessments available.

According to SEA staff, it has been recommended that future exemptions be granted *only* to students whose parents consent to the exemption.

Special education students are also allowed extended time and alternative testing settings, and may be provided with braille or large type materials, and other appropriate accommodations, in accordance with their IEPs.

MINNESOTA

Minnesota has proposed content and learning standards which define what students should know, understand, and be able to do to earn a high school diploma. There are two parts of these Graduation Standards: the "Required Profile of Learning" and the "Basic Requirements."

The Required Profile of Learning establishes high academic standards in virtually every subjects. The Profile is comprised of ten elements which outline advanced skills and techniques, such as how to speak and write effectively; how to apply methods of inquiry to conduct research, draw conclusions, and communicate findings; and how to manage a business or household. Students must work to master each of these high level processes but, in most cases, they can choose from a variety of subject areas in which to work.

State "expectations" have been developed for grades 3, 5, 8, which are aligned with the high school graduation requirements. These content standards provide outlines for classroom curriculum and assessment. All decisions regarding the actual instruction and assessment are made at the local level - there is no state-mandated curriculum. Districts may either use state-developed models of curriculum and assessment, or develop their own, as long as they are in keeping with the state's general content standards. Currently, the state is developing model assessment packages for distribution to the various districts.

Under each of the ten elements of the Required Profile of Learning are a number of content standards. In order to graduate, a student must have worked towards at least 23 of these content standards; 3 are required, the rest may be selected by the students and teachers. It is up to the local districts to determine exactly what "working towards" means for their students. These local definitions, based on samples of student work, will form the performance standards. Again, district determinations must be aligned with the general outlines provided by the state.

The state has developed tests of the Basic Requirements in reading and writing. These tests are administered sometime during grades 8-10, depending on a given district's decision. These are "high stakes" tests, i.e., all students must pass them in order to receive a diploma.

Decisions about exemptions and accommodations are made by the local level districts in accordance with state guidelines. LEP students and other special needs students may be exempted from or accommodated on the Basic Requirements and the Required Profile of Learning. Exemptions are only granted if the student cannot adequately demonstrate the degree of learning required by the test specifications even with appropriate accommodations. LEP students may graduate having taken modified versions of the Basic Requirement tests (i.e., translated or otherwise altered to allow the student to best demonstrate ability), and "passed with modification" is specified on the diploma.

For special education students and students with disabilities, exemptions, accommodations, and/or modifications are provided according to their IEPs. Any accommodations received during the normal program of instruction are acceptable as long as they do not invalidate the test.

MISSISSIPPI

Mississippi does not have statewide performance standards, as all such standards are developed at the local level. However, local performance standards must be based on the required competencies specified in the state curriculum frameworks. Mississippi's curriculum frameworks are called the "Curriculum Structure," and are organized by grade level until high school, where they continue on a course-by-course basis.

Mississippi administers a statewide norm-referenced test (the ITBS) in language arts, reading and math in grades 4 through 9. The grade 9 version of the ITBS is known as the TAP (Test of Academic Proficiency). The state is currently developing criterion-referenced end-of-course tests at the high school level. This year (1995-96), the state will pilot-test a revised version of the Algebra I exam, and a newly-developed U.S. History exam. Other end-of-course tests are being developed in Biology and English. There is an end-of-program test given to students in occupational skills programs.

Mississippi also has a high school graduation exam, called the Functional Literacy Exam (FLE), which is administered in grade 11. This criterion-referenced test assesses basic skills in math, reading, and writing. A student must pass all sections of the test in order to receive a diploma. Students are given multiple opportunities to pass. No other certificate is offered to a student who is unable to pass the test.

LEP students are addressed in the State Board's policies on exclusion and exemption. Participation of LEP students in the testing system (including norm-referenced and end-of-course tests) is dependent upon their level of English proficiency. LEP students are exempt from all tests until an appropriate level of proficiency has been reached. English proficiency of LEP students is determined through a screening interview called the Language Proficiency Profile (LPP). LEP students are regularly reevaluated with the LPP to determine progress and improvement in English. Teacher observations and other classroom-based measures are also used for this purpose. LEP students may choose to participate in the assessments, and have their scores reported separately. They may also be offered some setting and scheduling accommodations. However, dictionaries and calculators are not allowed.

Students with IEPs are expected to take the assessments unless it is otherwise stated in their IEPs. They are given the same accommodations received during their regular courses of instruction, as long as such accommodations do not invalidate the assessment. These accommodations may include large print or braille test materials, recording and transferring devices, etc.

MISSOURI

Missouri is currently nearing completion of its proposed "Academic Performance Standards" (revised February 1995). These standards "incorporate and strongly promote the understanding that active hands-on learning will benefit students of all ages." It is expected, under these performance standards, that Missouri students will "have a solid foundation of basic skills, in areas including but not limited to, reading, writing, mathematics, world and American history, forms of government, geography, and science." Different content levels for different grades are not specified. Assessment of the standards is left up to local districts and schools.

The current state assessment system is made up of the Missouri Mastery Achievement Tests (MMAT) which assess students in reading, language arts, math, social studies and science. Results of these tests are reported at the state level for grades 8 and 10, and local districts use versions of these tests in grades 2 through 10. The MMAT serves as both a state norm-referenced and a criterion-referenced instrument. There is also a direct writing assessment given in grades 5, 9, and 11.

A new performance-based assessment system is being planned which will eventually replace the MMAT.

Decisions regarding exemption and accommodation of LEP students are left to the local districts. If accommodations or modifications are provided, the test scores of LEP students are not reported with the general results. If a LEP student is tested under regular conditions, his/her scores are reported.

At present, special education students are assessed, accommodated or exempted according to their IEPs. Test scores of these students are not reported as part of the general data. The state is currently seeking funding for a proposal to develop, implement, and evaluate new state assessments for students with disabilities.

MONTANA

Montana has no statewide student performance standards nor current plans for developing any. Individual school districts must develop learner goals based on the State Board of Education's "model learner goals." Schools must assess students' progress in grades 4, 8, and 11, using "effective and appropriate tools," and report the results to the state Office of Public Instruction on an annual basis.

Standards for the Communication Arts Program require that schools "use the language of LEP students to develop more diverse English language skills." The Communication Arts Model Curriculum, developed in 1990, contains learner goals for all skills in second language learning, as well as strategies for incorporating ESL into the curriculum. Office of Public Instruction guidelines recommend that LEP students not be included in standardized testing "until they are sufficiently proficient to be able to validly demonstrate achievement."

NEBRASKA

The state is under legislative mandate to develop performance standards in the core subject areas by September 1, 1996. Student assessment is left to individual school districts (CCSSO, 1995).

NEVADA

The state is developing student performance standards and assessment procedures tied to Goals 2000 and the Improving America's Schools Act. Standards are under development for language arts, math, health, physical education, science, social studies, foreign languages, and the arts.

The assessment instruments currently used include: The Comprehensive Test of Basic Skills (CTBS), which is required of all students in grades 4, 8 and 11; and The Nevada Proficiency Examinations, which are required of all 9th grade students (writing) and all students in 11th grade and above (reading, writing, math).

In May 1993 the State Board of Education adopted new regulations concerning the assessment of LEP students. Whether a LEP student is required to take the CTBS or Nevada Proficiency Exam is determined by the scores received on the Language Assessment Scales (LAS). Some special education students are also exempt from these examinations.

NEW HAMPSHIRE

The New Hampshire Educational Improvement and Assessment Program (NHEIAP) was established in 1993 by the state legislature. Content and performance standards are referred to as "curriculum and proficiency standards" and are in place for English/language arts, math, science, and social studies. The current statewide testing program was initiated in 1994. Criterion-referenced tests are used to assess students in language arts and math in grades 3, 6, and 10, and in science and social studies in grades 6 and 10.

The "Guidelines for Modifications and Exclusions" address students of varying levels of English language proficiency, as well as students with various disabilities. Exclusion from standardized testing is considered a "last resort" measure to be taken for exceptional students. As a rule, modifications "consistent with those already being employed in the student's program" are applied to the related assessment procedures. The "Table of Test Modifications" lists scheduling, setting, format, equipment, recording, modality, and partial exclusions as forms of modification which may be made to assessment procedures.

NEW JERSEY

The state has a June 1995 draft document of Core Curriculum Content Standards; input from all interested parties is still being solicited. The draft includes curricular requirements for the arts, career education, comprehensive health and physical education, language arts and literacy, math, science, social studies and world languages. Performance standards are under development for these areas also.

Currently New Jersey assesses student achievement using the Early Warning Test (EWT) for 8th grade students and the High School Proficiency Test for 11th grade students.

Accommodations for LEP students are left to the discretion of the individual school districts. Districts may choose to exempt LEP students and others from standardized assessment procedures but must devise alternative means of assessing the same skills required of all New Jersey students.

NEW MEXICO

The New Mexico Student Assessment Blueprint 2000 calls for a composite profile of a student's knowledge and abilities, from kindergarten through high school commencement, and for assessments relevant to student learning at the individual, classroom, school, district, and national levels. It reflects the Standards for Excellence and the Goals 2000: Educate America Act, and includes input from public schools, teacher preparation programs, the State Department of Education, the State Evaluation Advisory Committee, and education stakeholders across New Mexico with an interest in student assessment issues. The timeline for implementation of the Blueprint is 1995 to 2000.

The Blueprint 2000 divides education standards for New Mexico into categories of Knowledge, Communications, and Employability/Post-Secondary Readiness. In the Knowledge category, 3rd grade students are assessed in reading and math using district-level tests. The New Mexico Achievement Assessment is administered to students in the 4th, 6th, and 8th grades, testing for knowledge and skills in reading, math, language arts, science, social studies, health, physical education, and the arts. In the 10th grade, students take the High School Competency Exam in reading, language arts, math, science, and social studies. Additionally, their writing skills are assessed with tasks and portfolios. In the grade levels not mentioned, students are provided with on-going classroom-level assessments as determined by the teacher and/or district.

The Communications category encompasses district-level assessments of language proficiency for LEP students in kindergarten, and communications skills for all students in grades 2, 5, and 10. A statewide assessment in the form of a writing portfolio is required in grades 5 and 7.

The Employability/Post-Secondary Readiness category entails assessments of career awareness and technology usage in grade 6, an employability/personal portfolio in grades 9 - 12, and assessments of technology application in grade 11.

The Blueprint also includes the Scholastic Aptitude Test or the American College Testing Program exams and the National Assessment of Educational Progress, administered to 12th graders, and a 5-year follow-up involving aggregate reports from workplaces and post-secondary institutions.

LEP students may be exempted from the statewide testing program provided all such exemptions are reported to the New Mexico State Department of Education. In grades 1 through 8, testing must be conducted in a language appropriate for each student. If a test in the appropriate language does not exist, then educational achievement must be assessed by the students' teachers, utilizing classroom, school, or district tests, student class work, and systematic teacher observations. In grades 9 through 12, alternative assessment methods must be implemented by the school district in cooperation with the State Department of Education. The Spanish language version of the High School Competency Examination should be used when appropriate.

Participation in standardized testing by special education students is determined by the Individualized Education Program (IEP) team, which may recommend exemptions or modifications where appropriate.

Standard graduation requirements may be waived in some circumstances. With the approval of the local school board, the local superintendent may request written approval from the State Superintendent to award a diploma to a student who has not passed the High School Competency Exam. The district must document student attainment of required competencies through an alternative assessment procedure.

NEW YORK

New York State's governing body for education is its Board of Regents. Under direction from this Board, the State Education Department's Office of Elementary, Middle, Secondary, and Continuing Education (EMSC) works with the state's 714 local school districts to improve the quality of education programs and services to students in the public schools. The Board of Regents, the EMSC and the local districts cooperate in developing rigorous statewide standards and graduation requirements and assessing achievement through statewide curriculum-based exams and other instruments, including portfolios, projects, and locally-developed assessments.

Currently the state is revising content and performance standards in the following subject areas: math, science and technology; language arts; social studies; fine and performing arts; languages other than English; health and physical education; and occupational/technical education.

The New York State Exam measures achievement at the following grade levels and in the following content areas: grade 3 - reading and math; grade 4 - science; grade 5 - writing; grade 6 - reading, math and social studies; grade 8 - social studies; grade 8 or 9 - reading and writing. Proficiency exams for students of languages other than English are administered at the end of the 8th grade. Occupational Education Proficiency Exams are administered in grades 9, 10, and 11.

Traditionally, New York State students have followed one of two paths to high school graduation: the basic curriculum leading to the Regents Competency Test and the standard diploma; and the academically more rigorous curriculum leading to the Regents Examination and Diploma. The latter path is a college preparatory one.

The Regents Competency Tests are given in math and science in grade 9, social studies in grades 10 and 11, and reading and writing in grade 11.

The Regents Examinations as a rule are given in math in grades 9, 10, and 11; in science in grades 9, 10, 11, and 12; in social studies in grades 10 and 11; and in English and foreign languages in grade 11. Exceptions are made for students completing course work at an accelerated pace.

In recent years the state has been called upon to provide more challenging curricula and instruction to those students not following the Regents Diploma track. New York State educators have responded with a "compact" making higher-level content and skills a goal of instruction for all New York public school students.

In raising curriculum and instructional standards, New York faces the challenge of upgrading the qualifications required of its teachers, as well as overcoming attitudes of resistance to the reforms necessary to strengthen education in the state. Bureaucratic structures also present obstacles to systemic change.

Education programs for LEP students, including performance standards and assessment procedures, are developed at the level of the local school district according to guidelines set down by the state Department of Education. The Board of Education of each district must adopt and implement a written policy for the education of LEP students, including philosophy, administrative procedures, guarantees of equal access and inclusion, and provisions for special education. School districts wishing to claim State LEP Aid are required to submit, in addition to the written policy, a Comprehensive Plan for the education of LEP students, a proposed operating budget, and a report on the coordination of funds.

LEP students who enter New York State schools after grade 8 may meet Regents Competency Test requirements in reading, writing, and math by taking the tests in their native language. The tests for these subject areas are offered in 29 languages other than English. Students taking the tests in any of these languages must also take a test of English as a second language approved by the state's Department of Education.

Additionally, Regents Competency Tests in science, U.S. History and Government, and Global Studies are offered in 6 languages other than English. Program Evaluation Tests and Pupil Evaluation Program Tests for elementary and middle school students are offered in 4 languages other than English. The High School Regents Examinations are offered only in English, with the exception of the Sequential Math Course I Exam, which is also offered in Spanish.

NORTH CAROLINA

Performance standards, called "achievement levels" in North Carolina, are in place for reading, writing and math. Content standards are in place for those subject areas as well as social studies and science.

A governor-appointed Standards and Accountability Commission is considering revisions to academic standards for students graduating in the year 2000 and after.

The state's assessment program is designed to measure the goals and objectives of the Standard Course of Study for grades 3 through 12. End-of-Grade tests are given in grades 3 through 8 and End-of-Course tests are given in grades 9 through 12. Reading, math, science, social studies and writing skills are the areas tested, with science and social studies tests being optional in grades 3 through 8.

Additionally, passing scores on competency tests in reading, math, and writing skills are required for graduation from high school in North Carolina.

LEP students are required to meet the same course requirements and standards as all other North Carolina students. Guidelines for testing LEP students have been established by the state's Department of Public Instruction. Those students at the low end of the English proficiency range are temporarily exempt from the state testing requirements. Those at a higher level of proficiency may participate in the testing but are coded as LEP. Those with the highest level of proficiency are treated the same as English proficient students.

NORTH DAKOTA

The state has performance standards for English and language arts, and content standards for all core subject areas.

The state's Standardized Testing Program includes norm-referenced tests for students in grades 3, 6, 8, and 11 in the following subjects: language arts, math, reading, science, social studies, spelling, study skills, and word analysis. Norm-referenced cognitive tests in analogies, memory, sequences, and verbal reasoning are administered to students in the same grades (CCSSO, 1995).

OHIO

Pre-kindergarten through Grade 12 performance standards are currently in the draft stages. No precise timeline for them exists. They first must be adopted by the State Board of Education; then the corresponding academic competencies must be identified. Complete implementation of the standards is expected to take at least five years following their adoption.

Subject areas for which standards are proposed include the arts, business, career planning, English/language arts, family and consumer science, foreign languages, health, mathematics, physical education, science, social studies, technology education, information technology, and occupational education.

Currently, Ohio students are given 4th and 9th grade proficiency tests. The 4th grade test consists of sections devoted to writing, reading, math, citizenship and, beginning in 1996, science. The 9th grade test also consists of writing, reading, math, science, and citizenship. Passing scores on all sections are required for high school graduation.

LEP students taking the 4th grade test may use a translation dictionary and may have extra time to complete the test. LEP students may be granted a temporary waiver from the 9th grade test but must eventually pass all parts in order to graduate from high school.

Accommodations for LEP students and other special populations are not spelled out in the performance standards currently under consideration.

OKLAHOMA

The performance standards under development in Oklahoma are called "Priority Academic Student Skills (PASS)." They are being developed for math, science, reading, writing, history, geography, music, art, and government. The state is currently developing assessments based on the PASS which will be given to all 5th, 8th and 11th graders

Under the Oklahoma School Testing Program (OSTP), beginning with the 1994-95 school year, all public school districts administer the Iowa Test of Basic Skills to all students in grades 3 and 7, and criterion-referenced achievement tests to all students in grades 5, 8, and 11.

LEP students may be exempted from the OSTP at the discretion of the local school districts, provided they have been enrolled in the Oklahoma schools for no more than three years. For every LEP student exempted from the OSTP, the school district must provide written verification that the student is receiving instruction designed to increase English language proficiency. The school district also must furnish proof that the LEP student's parents or legal guardians have been notified of the OSTP and given the option of requesting the exemption. Finally, the district must have on file written permission from the parents or guardians that the student be exempted.

Students from other special populations whose education is subject to the provisions of an Individualized Education Program (IEP) are tested only according to said provisions. Input from parents or guardians regarding testing and exemption must appear on the IEP.

OREGON

Oregon is developing content standards in the core subject areas, with which it is aligning performance standards for Certificates of Initial Mastery and Advanced Mastery. The Certificate of Initial Mastery, and perhaps also the Certificate of Advanced Mastery, will be required for high school graduation.

Also in the development stage are new assessments linked to the performance standards.

Currently Oregon administers assessments in reading, math, social studies and health to students in grades 3, 5, and 8 (CCSSO, 1995).

PENNSYLVANIA

As of this writing, the status of performance standards and outcome-based education in Pennsylvania is tenuous. The state legislature is considering eliminating statewide performance standards and granting a great deal more autonomy to local school districts.

Pennsylvania's current performance standards cover the core subjects, and the state has explored the development of more rigorous ones.

The Pennsylvania System of School Assessment provides reading and math tests to students in grades 5, 8, and 11, in addition to selected vocational/technical education students in grade 12. Students in grades 6 and 9 are tested in writing skills.

Accommodations for LEP students and members of other special populations are specified by the state Department of Education. LEP students may be given test directions in their native language and may be granted extended testing time. Those who have been in U.S. school systems less than three years are excused from assessment. Students with Individualized Education Programs (IEPs) may be excused from assessment upon request by the IEP team when such assessment would constitute an "inappropriate activity." Other cases where accommodation/exemption may be acceptable include disabilities, extended absences, and withdrawal from school. Additionally, any student may be excused from assessment by parental request.

RHODE ISLAND

Rhode Island is currently developing performance standards in math, science, technology, language arts, health, and physical education, and assessment procedures linked to them. Their current five-year plan extends from school year 1995-96 to 1999-2000 and is titled the Rhode Island Statewide Assessment Plan (RISAP). The purposes of RISAP are threefold: 1) to inform and improve instruction; 2) to measure school achievement for accountability purposes; and 3) to assess student performance for parent and teacher information. RISAP is to be phased in over a period of several years. It is to become increasingly performance-based. Subject areas to be assessed are language arts, mathematics, science, and health. Students in grades 4, 8 and 10 are to be included in the program. Results are to be reported annually at the student, school, district and state levels.

The grade 10 component of RISAP is to be developed in concert with the Certification of Initial Mastery (CIM) and will be an integral part of it. RISAP data will inform the CIM process by identifying progress toward the CIM at elementary and middle school levels. Also, a revised Distinguished Merit Program will lead to a Certificate of Advanced Mastery (CAM) beyond the 10th grade.

Accommodations for LEP students and other special populations, including students with IEPs, are to be determined by "those most familiar with the educational program and needs of each student." Principals, teachers, District Testing Coordinators, LEP and Special Education Directors, and Chapter 1 Coordinators are expected to assist in developing appropriate procedures.

SOUTH CAROLINA

The state has content standards in the core subject areas and performance standards in reading, writing, and math.

The Basic Skills Assessment Program includes criterion-referenced, norm-referenced, and writing assessments. A "readiness" test is administered to students in grade 1. Math and reading are assessed in grades 3, 6, 8, and 10, science is assessed in grades 3, 6, and 8, and writing is assessed in grades 6, 8, 10, 11, and 12.

Decisions as to whether to include LEP students in state assessments are left to local school districts. For LEP students exempted from the state assessments, language proficiency scores, grades, and course work are collected but not reported at the state level.

The state has developed alternative assessment procedures for LEP students taking the written portion of the South Carolina Exit Examination. An alternative holistic score scale for LEP students and members of other special populations has been developed in compliance with the state legislature's Act 153 of 1993.

SOUTH DAKOTA

The South Dakota Initiative for Challenging Standards (SDICS) has been under development since the fall of 1994 with a grant from the U.S. Department of Education's Fund for Innovation in Education. The three primary facets of SDICS are: 1) development of voluntary state content and performance standards; 2) development of inservice and preservice models; and 3) alignment of the rules review process for teacher education and recertification. The academic areas for which content and performance standards are being developed are history, civics, geography, fine arts, English, and foreign languages.

The state's current Achievement and Ability Testing includes criterion-referenced assessments in math, reading, science and social studies for students in grades 4, 8, and 11, and a career assessment for students in grade 9.

The working documents on SDICS do not specify inclusion, exemption or accommodation for LEP students or other special populations.

TENNESSEE

The state has content standards in the core subject areas and performance standards in math, language arts, and writing.

The Tennessee Comprehensive Assessment Program (TCAP) was implemented in the 1989-90 school year. It currently consists of the following four types of assessment: a customized testing series (criterion and norm-referenced) administered in grades 2-8; a norm-referenced achievement test in grade 10; a writing assessment in grades 4, 8, and 11; and a competency test administered initially in grade 9. The norm-referenced portion of the TCAP is the Comprehensive Test of Basic Skills, while the criterion-referenced portion is based on the state math and language arts curricula. The grade 9 competency test assesses knowledge of Tennessee curriculum objectives in math and language arts.

Exemptions for LEP students are based on teacher discretion, student and family preference, and a determination by assessment staff at the local level. Even those LEP students exempted from the TCAP must take a standardized test for LEP students in English and math. Accommodations for LEP students include flexibility in scheduling (e.g., administration of tests in shorter sessions) and in setting (e.g., administration of tests to individuals or small groups by a familiar person.)

TEXAS

The State Board of Education is reviewing content and performance standards, known in Texas as "Essential Knowledge and Skills," in the areas of reading, English language arts, math, science, and social studies, foreign languages and the arts. Such a review is conducted every five years, under state mandate; the current review is supported by the Texas Goals 2000 initiative.

The Texas Assessment of Academic Skills (TAAS) was implemented in the 1990-91 school year. It includes reading and math tests administered to students in grades 3 through 8 and 10; writing tests in grades 4, 8, and 10; and science and social studies tests in grade 8. Under development are high school end-of-course exams and a TAAS-derived norm-referenced test.

The Texas Administrative Code provides for a comprehensive system of educating LEP students, including language training and academic programs suited to their needs. It requires each school district to: 1) identify LEP students based on criteria established by the State Board of Education; 2) provide special language programs such as bilingual education and ESL as integral parts of the regular academic program; and 3) staff the special language programs with properly certified teaching personnel. The Code specifies that the curriculum content of such programs must correspond to the state's content and performance standards (Essential Knowledge and Skills) and that the programs must effectively prepare LEP students to participate in the regular academic program.

The Administrative Code also provides for an extensive system of assessing the academic progress of LEP students. It states that no student shall be exempted from participation in appropriate criterion-referenced assessment except upon determination by committees for special education and language proficiency assessment.

LEP students may be exempted from the TAAS for no more than three years following their arrival in the Texas public school system. During this period of exemption these students must be tested for English language proficiency and academic achievement with instruments from the list of "Approved Tests for Special Language Programs."

No students are exempted from the high school exit exam in English. However, exit exams may be delayed and intensive language instruction offered for LEP students newly arriving in the 10th or 11th grades.

A Spanish language version of the TAAS is currently being developed and is scheduled for phased-in implementation in school years 1995-96 and 96-97.

UTAH

The state has content standards in the core subject areas and performance standards in math, science, reading, writing, and business education.

The state's multilevel assessment program is tied to the core curriculum. It includes end-of-level tests in reading, math, and science, and end-of-course tests in all core courses. Students in grades K through 12 participate. The state does not mandate that the districts use these assessments but reports that 39 out of 40 do so.

The state code provides for placement, instruction, assessment and evaluation of LEP students under Rule 277-716-5. It requires that core content instruction be delivered to students in their primary languages. Curriculum for LEP students must be based upon assessment of their educational needs. Appropriate evaluative standards, including exit criteria, must be developed to measure students' progress. A student's cognitive academic skills must be assessed in the language in which the student has the greatest academic proficiency. A LEP student shall remain in a LEP program until that student's cognitive academic skills are comparable to those of native English speaking peers, as evidenced by progress in Core classes.

Spanish language versions of the state end-of-course and end-of-level tests are under development.

VERMONT

Content and performance standards are under development for the arts and humanities, social sciences, math, science, and technology.

Assessments tied to the standards also are being developed; at the center of them is the student portfolio. Also included in the assessment procedures are a "Required Task" component and the National New Standards Reference Exam in math. The portfolio writing is assessed in grades 5 and 8, portfolio math in 4, 8, and 10. Required task writing is assessed in grades 5 and 8, required task math in 4, 8, and 10. Multiple choice math is assessed in grades 4 and 8 (this is to be dropped). The New Standards math exam is administered in grades 4, 8, and 10.

Accommodations in assessment for students from special populations are offered in accordance with accommodations made in routine instructional situations. Such accommodations might include extra testing time, having test directions or questions read aloud to a student, providing an audiotaped version of a test, or permitting a student to dictate a response to a recorder. Accommodations are determined by local staff, including the IEP (Individualized Education Program) Team or Instructional Support Team.

Students eligible for exclusion from standardized assessment include: special education students; students with disabilities; LEP students; those students whose parents or guardians request their exclusion.

Special education students/students with disabilities are excused from standardized testing when the IEP Team has found them physically, mentally or emotionally unable to manage the testing situation.

Students may be defined as "limited English proficient" if they are from non-English speaking countries and have been enrolled in a U.S. school for less than two years; or if they are unable to read and comprehend written English.

VIRGINIA

Currently the state is revising its performance standards in math, science, language arts, and social studies. The revisions are expected to be made public by the fall of 1995. The state also is developing assessments tied to the standards; the assessments are expected to be developed by the spring of 1997.

The present Virginia Assessment System consists of the Literacy Passport Test, based on the Virginia Standards of Learning, given initially in the 6th grade and required for high school graduation; the Virginia State Assessment Program (VSAP), norm-referenced achievement tests given in grades 4, 8, and 11; and the National Assessment of Educational Progress, administered in grades which vary from year to year.

Accommodations for LEP students are addressed in a 1993 directive from the state superintendent's office regarding LEP students' participation in the Literacy Passport Testing Program. The directive states that LEP students of the appropriate age who have been enrolled in a Virginia public school less than three years may become members of the 9th grade class whether or not they have passed the Literacy Passport Test. But these students must pass the Literacy Passport Test after three years of enrollment in a Virginia public school in order to remain classified as a 9th grader or above.

The state's "Guidelines for Testing Students with Disabilities in the Literacy Testing Program" (1993) spells out requirements for accommodations, deferments, and exemptions; delineates the role of the IEP committee, Special Education Administrator and Testing Administrator; describes adjustments which can be made to test formats and environments; and describes testing aids which may be used.

The guidelines cite the Federal Rehabilitation Act of 1973 and the Virginians with Disabilities Act as part of the rationale for providing a system of accommodating students with disabilities in testing situations.

WASHINGTON

The state is developing new content and performance standards, called "Essential Learnings," for academic excellence in reading, writing, communication, mathematics, science, social studies, the arts, and health and fitness. Assessment instruments tied to the standards are being developed.

The current Washington State Assessment Program includes criterion-referenced tests in math, reading, language arts, science, and social studies for students in grades 4, 8, and 11.

Presently, no accommodations exist for LEP students. Provisions for LEP and other special student populations are to be addressed in the new standards.

WEST VIRGINIA

The state has content standards in the core subjects and is developing performance standards in language arts and math.

The state assesses achievement in the core subjects as well as spelling and study skills with the Comprehensive Test of Basic Skills in grades 3, 6, 9, and 11. Criterion-referenced tests in math and reading are administered in grades 1 through 6. A writing assessment is administered in grades 8 and 10. Finally, a proposed assessment for students in grade 8 would help them prepare for, enter, and succeed in post-secondary education programs.

According to the West Virginia Department of Education, the state holds local school districts responsible for devising accommodations for LEP students in instructional and assessment activities.

WISCONSIN

Wisconsin's academic standards comprise the Guides to Curriculum Planning of the Department of Public Instruction (DPI), as well as the Wisconsin Learner Goals and the Wisconsin Learner Outcomes. These standards apply to the core subjects, the arts, and foreign languages.

In 1992 the state established the Wisconsin Student Assessment System (WSAS), consisting of knowledge and concepts tests, performance assessments, and voluntary local portfolio assessments. Criterion-referenced, the WSAS assesses for achievement in language arts, mathematics, science, and social studies. Beginning in 1997, the tests are to be administered to students in grades 4, 8, and 10, with the exception of the portfolio assessments, which are voluntary and cumulative. Additionally, a reading skills assessment is administered to students in grade 3.

The DPI "Guidelines for Non-Discriminatory Testing" address accommodations and exemptions for LEP students as well as students with disabilities and exceptional educational needs. According to these guidelines, school districts may exempt such students from some or all of the testing, and may modify the administration of the tests for these students, provided they "follow a defensible process in making the decision to include, exclude, or modify testing procedures . . ." Examples of allowable modifications are time, environment, format, and recording of responses.

WYOMING

The state is establishing content/performance standards to be implemented by 1997; currently it leaves performance criteria to individual school districts. Similarly, assessment procedures are left to districts, as are accommodations for LEP students and other special populations (CCSSO, 1995).

Special Issues Analysis Center

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